




AMERICAN FOUNDATION
FOR THE BLIND INC.



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SIXTY-FIRST ANNUAL REPORT
OF
THE TRUSTEES
OF THE
PERKINS INSTITUTION
AND
Massachusetts School for the Blind,
FOR THE YEAR ENDING
SEPTEMBER 30, 1892

BOSTON
PRESS OF GEO. H. ELLIS, 141 FRANKLIN STREET
1893



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TABLE OF CONTENTS.

| | PAGE |
|---|------|
| Communication to the Secretary of State, | 5 |
| Officers of the Corporation, | 6 |
| Officers of the Institution, | 7 |
| Members of the Corporation, | 8 |
| Proceedings of the Annual Meeting of the Corporation, | 17 |
| REPORT OF THE TRUSTEES, | 19 |
| 1. Number and Health of the Pupils, p. 20.— 2. The School, p. 21.— | |
| 3. Commencement Exercises, p. 28.— 4. Post-graduate Course, | |
| p. 33.— 5. Blind Deaf Mutes, p. 34.— 6. Finances, p. 35.— 7. The | |
| Printing Office, p. 36.— 8. The Workshop for Adults, p. 36.— 9. | |
| Library Building, p. 37.— 10. Repairs, p. 40.— 11. The Matron, | |
| p. 41.— 12. Mr. and Mrs. Brooks, p. 42.— 13. Deaths of Mem- | |
| bers of the Corporation, p. 43. | |
| Dedication of the New Library Building, | 46 |
| REPORT OF THE DIRECTOR, | 51 |
| Introductory Remarks, p. 51.— Record of Growth, p. 52.— Health of | |
| the Inmates, p. 52.— Scheme of Education, p. 53.— Physical Cult- | |
| ure, p. 55.— Literary Department, p. 60.— Department of Music, | |
| p. 65.— Tuning Department, p. 73.— Manual Training, p. 76.— | |
| Miss Maria C. Moulton, p. 79.— The Brain of Laura Bridgman, | |
| p. 88. | |
| Miss Mary Crocker Paddock, | 94 |
| List of the Pupils, | 100 |
| SIXTH ANNUAL REPORT OF THE KINDERGARTEN FOR THE BLIND, . . | 103 |
| Officers of the Corporation, p. 105.— Officers of the Kindergarten, | |
| p. 105.— Establishment of the Kindergarten, p. 106.— REPORT OF | |
| THE TRUSTEES, p. 107.— Care and Training of the Children, | |
| p. 110.— An Important Department, p. 110.— New Buildings, | |
| p. 111.— Insufficiency of Funds, p. 112.— The Kindergarten in | |
| the Commencement Exercises, p. 113.— Mr. Saltonstall's Plea | |
| for the New Building, p. 114.— Willie Elizabeth Robin and | |
| Tommy Stringer, p. 117. | |

| | |
|--|-----|
| REPORT OF THE DIRECTOR, | 119 |
| Introductory Remarks, p. 119.— Construction of Two New Buildings, p. 120.— Needed Increase of the Endowment Fund, p. 125.— Mrs. Warren B. Potter Fund, p. 131.— The Central or Main Building, p. 134.— Helen's "Tea" in Aid of the Kindergarten, p. 139.— Willie Elizabeth Robin, p. 174.— Tommy Stringer, p. 191.— Helen Keller's Plea for Tommy Stringer, p. 198.— Annual Re- ception, p. 213.— Closing Remarks, p. 218. | |
| REPORT OF THE MATRON, | 221 |
| List of the Children, | 227 |
| Acknowledgments, | 228 |
| Treasurer's Account, | 232 |
| General Statement of Receipts and Disbursements, | 234 |
| Analysis of the Maintenance Account, | 237 |
| Kindergarten Fund Statement, | 238 |
| Printing Fund Statement, | 239 |
| Work Department — Statement, | 240 |
| Account of Property, Oct. 1, 1892, | 241 |
| Financial Statement of the Kindergarten, | 244 |
| Property belonging to the Kindergarten, | 245 |
| List of Contributors to the Kindergarten Endowment Fund, | 245 |
| Contributions for Current Expenses, | 250 |
| Contributions for the New Building, | 251 |
| Donations and Subscriptions for Tommy Stringer, | 256 |
| List of Embossed Books, | 260 |
| List of Appliances and Tangible Apparatus, | 266 |

Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 26, 1892.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR:— I have the honor to transmit to you, for the use of the legislature, a copy of the sixty-first annual report of the trustees of this institution to the corporation thereof, together with that of the treasurer and the usual accompanying documents.

Respectfully,

M. ANAGNOS,

Secretary.

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1892-93.

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JOHN CUMMINGS, *Vice-President.*
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whose duty it is to visit and inspect the Institution at least once in each month.

| 1893. | 1893. |
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| February, J. S. DWIGHT. | August, W. L. RICHARDSON. |
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 Parkman, George F., Boston.
 Parkman, John, Boston.
 Parsons, Thomas, Chelsea.
 Payson, S. R., Boston.
 Peabody, Rev. A. P., D.D., Cambridge.
 Peabody, Rev. Endicott, Groton.
 Peabody, F. H., Boston.
 Peabody, O. W., Milton.
 Peabody, Mrs. Robert S., Brookline.
 Peabody, S. E., Boston.
 Pearson, Miss Abby W., Boston.
 Perkins, Charles Bruen, Boston.
 Perkins, Mrs. C. E., Boston.
 Perkins, Edward N., Jamaica Plain.
 Perkins, Mrs. Richard, Boston.
 Peters, Edward D., Boston.
 Phillips, Mrs. John C., Boston.
 Pickman, Mrs. D. L., Boston.
 Pickman, Mrs. W. D., Boston.
 Pierce, Hon. H. L., Boston.
 Pierce, Mrs. M. V. B., Milton.
 Pierson, Mrs. Mary E., Windsor, Conn.
 Potter, Isaac M., Providence.
 Potter, Mrs. Warren B., Boston.
 Powars, Miss Mary A., Boston.
 Pratt, Elliott W., Boston.
 Pratt, Mrs. Sarah M., Boston.
 Prendergast, J. M., Boston.
 Quincy, George Henry, Boston.
 Rantoul, Miss Hannah L., Beverly.

- Reardon, Dennis A., Boston.
 Reed, Mrs. William Homer, Boston.
 Reynolds, Walter H., Boston.
 Rice, Hon. A. H., Boston.
 Rice, Fitz James, Providence.
 Rice, Mrs. Henry A., Boston.
 Richards, Mrs. Cornelia W., Boston.
 Richards, Miss Elise, Boston.
 Richards, Mrs. Laura E., Gardiner, Me.
 Richardson, John, Boston.
 Richardson, Miss M. Grace, New York.
 Richardson, Mrs. M. R., Boston.
 Richardson, William L., M.D., Boston.
 Robbins, Royal E., Boston.
 Robinson, Henry, Reading.
 Rodman, S. W., Boston.
 Rodocanachi, J. M., Boston.
 Rogers, Miss Clara B., Boston.
 Rogers, Miss Flora E., New York.
 Rogers, Henry M., Boston.
 Rogers, Jacob C., Boston.
 Rogers, Mrs. William B., Boston.
 Ropes, John C., Boston.
 Ropes, Joseph S., Boston.
 Rotch, Mrs. Benjamin S., Boston.
 Rotch, Miss Edith, Boston.
 Russell, Henry G., Providence.
 Russell, Mrs. Henry G., Providence.
 Russell, Henry S., Boston.
 Russell, Miss Marian, Boston.
 Russell, Mrs. William A., Boston.
 Saltonstall, Henry, Boston.
 Saltonstall, Hon. Leverett, Newton.
 Saltonstall, Mrs. Leverett, Newton.
 Sampson, George, Boston.
 Sanborn, Frank B., Concord.
 Sayles, F. C., Pawtucket, R.I.
 Sayles, W. F., Pawtucket, R.I.
 Schlesinger, Barthold, Boston.
 Schlesinger, Sebastian B., Boston.
 Sears, David, Boston.
 Sears, Mrs. Fred. R., Jr., Boston.
 Sears, Frederick R., Boston.
 Sears, Mrs. Knyvet W., Boston.
 Sears, Mrs. P. H., Boston.
 Sears, Mrs. S. P., Boston.
 Sears, Willard T., Boston.
 Sharpe, L., Providence.
 Shattuck, Mrs. George C., Boston.
 Shaw, Mrs. G. Howland, Boston.
 Shaw, Henry S., Boston.
 Shaw, Miss Pauline, Boston.
 Shaw, Quincy A., Boston.
 Shepard, Harvey N., Boston.
 Shepard, Mrs. T. P., Providence.
 Sherwood, Mrs. John H., New York City.
 Sherwood, W. H., Boston.
 Shinkle, Miss Camilla Hunt, Boston.
 Shippen, Rev. R. R., Washington.
 Sigourney, Mrs. Henry, Boston.
 Silsbee, Mrs. M. C. D., Boston.
 Slafter, Rev. Edmund F., Boston.
 Slater, H. N., Jr., Providence.
 Slocum, Mrs. W. H., Jamaica Plain.
 Snelling, Samuel G., Boston.
 Sohier, Miss E. D., Boston.
 Sohier, Miss Elizabeth, Boston.
 Sohier, Miss Emily L., Boston.
 Spaulding, J. P., Boston.
 Spaulding, Mrs. Mahlon D., Boston.
 Spencer, Henry F., Boston.
 Sprague, F. P., M.D., Boston.
 Sprague, S. S., Providence.
 Stanwood, Edward, Brookline.
 Stearns, Charles H., Brookline.
 Stevens, Miss C. Augusta, New York.
 Stewart, Mrs. C. B., Boston.
 Sturgis, Francis S., Boston.
 Sullivan, Richard, Boston.
 Swan, Mrs. Sarah H., Cambridge.
 Swan, Robert, Dorchester.
 Swan, Mrs. Robert, Dorchester.
 Sweetser, Mrs. Anne M., Boston.

- Taggard, B. W., Boston.
 Taggard, Mrs. B. W., Boston.
 Talbot, Mrs. Isabella W., North
 Billerica.
 Tapley, Mrs. Amos P., Boston.
 Tappan, Miss Mary A., Boston.
 Tarbell, George G., M.D., Boston.
 Temple, Thomas F., Boston.
 Thaw, Mrs. William, Pittsburg,
 Penn.
 Thaxter, Joseph B., Hingham.
 Thayer, Miss Adele G., Boston.
 Thayer, Miss A. G., Andover.
 Thayer, Rev. George A., Cincin-
 nati.
 Thayer, Mrs. Harriet L., Boston.
 Thayer, Mrs. Nathaniel, Boston.
 Thomas, Mrs. Joseph B., Boston.
 Thorndike, Mrs. Delia D., Boston.
 Thorndike, S. Lothrop, Cambridge.
 Ticknor, Miss A. E., Boston.
 Tilden, Miss Edith S., Milton.
 Tilden, Mrs. M. Louise, Milton.
 Tilton, Mrs. W. S., Newtonville.
 Tingley, S. H., Providence.
 Tolman, Joseph C., Hanover.
 Torrey, Miss A. D., Boston.
 Tower, Col. William A., Boston.
 Townsend, Miss Sophia T., Bos-
 ton.
 Troup, John E., Providence.
 Tuckerman, Mrs. C. S., Boston.
 Turner, Miss Abby W., Randolph.
 Turner, Miss Alice M., Randolph.
 Turner, Miss Ellen J., Boston.
 Turner, Mrs. M. A., Providence.
 Turner, Mrs. Royal W., Randolph.
 Underwood, F. H., Boston.
 Underwood, Herbert S., Boston.
 Upham, Mrs. George P., Boston.
 Upton, George B., Boston.
 Villard, Mrs. Henry, New York.
 Wainwright, Miss R. P., Boston.
 Wales, George W., Boston.
 Wales, Mrs. George W., Boston.
 Wales, Joseph H., Boston.
 Wales, Miss Mary Anne, Boston.
 Ward, Rev. Julius H., Boston.
 Warden, Erskine, Waltham.
 Ware, Mrs. Charles E., Boston.
 Ware, Miss M. L., Boston.
 Warren, J. G., Providence.
 Warren, Mrs. J. Sullivan, Boston.
 Warren, Mrs. Wm. W., Boston.
 Washburn, Rev. Alfred F., South
 Boston.
 Washburn, Hon. J. D., Worcester.
 Waters, Edwin F., Boston.
 Waterston, Mrs. R. C., Boston.
 Watson, Thomas A., Weymouth.
 Watson, Mrs. Thomas A., Wey-
 mouth.
 Webster, Mrs. John G., Boston.
 Weeks, A. G., Boston.
 Welch, E. R., Boston.
 Weld, Otis E., Boston.
 Weld, R. H., Boston.
 Weld, Mrs. W. F., Boston.
 Weld, W. G., Boston.
 Wells, Mrs. Elizabeth S., Boston.
 Wesson, J. L., Boston.
 Wheeler, Nathaniel, Bridgeport,
 Conn.
 Wheelock, Miss Lucy, Boston.
 Wheelwright, A. C., Boston.
 Wheelwright, John W., Boston.
 White, C. J., Cambridge.
 White, Charles T., Boston.
 White, Mrs. Charles T., Boston.
 White, G. A., Boston.
 White, Joseph A., Framingham.
 Whitehead, Miss Mary, West
 Somerville.
 Whitford, George W., Providence.
 Whiting, Albert T., Boston.
 Whiting, Ebenezer, Boston.
 Whitman, Mrs. Sarah W., Boston.
 Whitney, Miss Anne, Boston.
 Whitney, Edward, Belmont.
 Whitney, Henry M., Brookline.
 Whitney, Miss Sarah A., Boston.
 Whitney, Miss Sarah W., Boston.

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| Whitten, Mrs. Elizabeth S., Dorchester. Whitwell, S. Horatio, Boston. Whitwell, Miss S. L., Boston. Wigglesworth, Edward, M.D., Boston. Wigglesworth, Thomas. Wightman, W. B., Providence. Williams, Miss Louise H., Boston. Wilson, Mrs. Maria Gill, Newtonville. Winslow, Mrs. George, Roxbury. Winsor, J. B., Providence. | Winthrop, Mrs. John, Stockbridge. Winthrop, Hon. Robert C., Boston. Winthrop, Mrs. Thomas L., Boston. Wolcott, Mrs. J. H., Boston. Wolcott, Roger, Boston. Woodruff, Thomas T., Boston. Woods, Henry, Boston. Woolf, Benjamin E., Boston. Worthington, Roland, Roxbury. Young, Mrs. Benjamin L., Boston. Young, Charles L., Boston. |
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SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION

SOUTH BOSTON, Oct. 12, 1892.

The annual meeting of the corporation, duly summoned, was held today at the institution and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected: —

President — Samuel Eliot, LL.D.

Vice-President — John Cummings.

Treasurer — Edward Jackson.

Secretary — M. Anagnos.

Trustees — William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Andrew P. Peabody, D.D., Edward N. Perkins, Leverett Saltonstall, S. Lothrop Thorndike and George W. Wales

The names of Albert T. Whiting, Harvey N. Shepard, Joseph Edgar Chamberlin, Daniel S. Knowlton, Benjamin E. Woolf, Arlo Bates, Charles Bruen Perkins, Herbert S. Underwood, Miss Lucy Derby, Mrs. Emily M. Morison, of Boston; Mrs. Florence Howe, Hall, of Scotch Plains, N.J.; Mrs. Emily Wells Foster, of Hartford, Conn.; and Rev. D. N. Beach, of Cambridge, were afterwards added to the list of the members of the corporation by a unanimous vote.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to attend the dedication of the new library building and inspect the premises.

M. ANAGNOS,

Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 5, 1892.

To the members of the corporation.

GENTLEMEN AND LADIES:—We respectfully submit to you, and, through you, to the legislature of this commonwealth, the sixty-first annual report of the institution under our charge, for the year ending Sept. 30, 1892.

All matters relating to the pupils of the kindergarten will be separately treated under that head.

The restored health, which our excellent and beloved director, Michael Anagnos, brought back from Europe two years ago, has stood the test of another year of wise, devoted and efficient labor, with full consecration of all his energies, and with a success surpassing all before. By his unflagging zeal and enterprise, as well as his rare economic instinct in prosecuting new works, he has been building up the institution for the future, till he presents it, as you see, amply provided and equipped with a complete gymnasium, spacious and elegant halls for the library (of about 11,000 volumes, both in raised type for the pupils, and of general literature for the teachers and

for reading to the scholars), and a whole upper floor of two hundred and thirty-eight feet in length and width of twenty-six feet, for the musical department, including about thirty rooms in which piano pupils practise by themselves, with larger rooms for teachers, and a large hall for the band, and musical library. But we are anticipating.

The year has shown unbroken and remarkable success. The attendance has been regular, the school-rooms have been comfortably filled, and much room gained for school-rooms and for dormitories by concentrating the gymnasium, the library and all the music teaching in the new building; a feeling of harmony and willing coöperation has reigned everywhere throughout the establishment; and its various departments have been scenes of earnest work and honorable effort on the part of all connected with it either as teachers, learners, or as workers in the various industrial branches carried on within it.

A great blessing of the past year has been the excellent health of the establishment. There have been no cases of death, and none of severe illness of any kind. Even the ordinary ailments to which children are more or less subject have not been so frequent or so severe as usual. Indeed, we cannot be too thankful that each successive quarterly report of the director has presented a clean bill of health.

The total number of blind persons connected with the institution at the end of the financial year, Sept. 30, 1892, was 210. Of these, 157 were in the parent

school at South Boston, 37 in the kindergarten at Jamaica Plain, and 16 in the workshop for adults.

2. THE SCHOOL.

It must be always borne in mind that the Perkins Institution is a school, and not an asylum. Its whole aim and work is educational. All its means and methods, all its systems, all the care and intelligence and efforts of its teachers are concentrated upon that one end,—to educate the blind; to replace in them the loss of sight, by the quickening and the harmonious development of the remaining senses, and of all the faculties, physical, moral, intellectual, ideal and artistic, by such an education, so rounded and complete, so well balanced, that their life shall miss none of its opportunities, that they may be able to compete to fair advantage in the struggle for true life, true happiness and standing in the world. It is a many-sided education. It is a liberal education, in the best sense of that term. It seeks to do justice to the whole nature,—to develop what is in the pupil.

Physical culture is at the foundation. Wholesome diet, clean and orderly habits, regular exercise and physical training on a judicious and progressive system, are required. There is one well-equipped gymnasium for both boys and girls, with a constant lookout for the most approved new methods,—the new building being furnished with the best machinery for climbing, swinging, strengthening the limbs and

muscles in every way, and acquiring freedom and grace of motion. For all this the means and accomplished teachers are provided on a generous and thoughtful scale. Moreover, the Swedish or *Sloyd* system, opening the way from exercise to use, teaching how to handle tools and the practice of mechanic arts (whereby even some of the blind girls have become experts in cabinet making and the putting together of many sorts of boxes), has been an established feature now for several years. Every pupil has some trophies of his skill to show in these arts of workmanship, and equally interesting to observe are their orderly habits in laying away their tools so that they know just where to find them the next time. The fruits of all this wholesome regime and systematic exercise, together with the joy of work, the sense of making things, is seen in the bright, healthy faces, the glowing look of pleasure and the natural and easy carriage of the body.

Such wholesome, harmonious, happy physical development, with the cheering influence of music, mingling more or less with all their exercises, conduces more than is commonly supposed to moral culture and good manners, cheerful ways of mutual service, obedience to teachers, habits of industry, both physical and mental. An air of self-respect, as well as respect for others, is characteristic of their daily life and doings.

On this twofold foundation, well laid as may be from the outset, neglected at no stage from the

earliest, first a sound physique, and secondly a sound *morale*, the intellectual training opens under great advantages. It is practical, teaching the pupil to think for himself, and learn things experimentally. It is not content with teaching either books or things; its first aim is to stimulate, provoke, develop faculties, which are the keys to knowledge. He who learns grammar, or arithmetic, or geography, has acquired just those things, by rote it may be, while his faculties, which should be inquiring, fall asleep in the ruts of habit. He whose mind is aroused and stimulated, holds the keys which command all knowledge as he wants it. Hence lessons are not recited in the parrot way. The meaning is required, and in the simplest terms. In short, it is the kindergarten principle indefinitely extended, carrying the fresh and natural ways of childhood into manhood; charming the pupil onward ever by the glow of discovery, making the old, humdrum lesson new as the things the boy learns in the surprise of play. The field of studies is wide, and it is a perpetual study of the teacher to adapt the teaching to the various individualities of the pupils. Certain branches, as reading, writing and arithmetic, are important to all, and involved in the common requisitions of our life. But beyond that, every child has certain aptitudes peculiarly his own, and these our system makes it a duty and a pleasure to detect in him and give them food and exercise.

In reading, our pupils use the system of raised

letters, as invented and perfected by Dr. Howe. Without repeating the arguments for the superiority of this system over others, let it suffice to say that it has stood the test of daily use for many years, and that now an extensive library of all departments of standard literature has been printed from our press, much of which circulates among the blind throughout the United States. At the same time the children are made familiar with the Braille or point system, which serves them well in writing letters and in taking notes; and which forms their only means of musical notation.

Mathematics is very much a mental process with the blind. They carry figures in their heads, and perform calculations upon large sums, such as most of us would be afraid to handle, while for more difficult work they use ciphering boards. In geography they are obliged to feel their way; and by this very necessity they get a palpable grasp upon countries and places on the map or globe. They have always shown a notable proficiency in picking out, from dissecting maps, countries and cities, mountains and lakes, as they are called for, with marvellous certainty and dispatch, and describing their distinctive features, physical and topographical, or social and political, naming capitals, industries and historical events. The artistic, convenient maps, with raised features to be felt out, or dissecting maps to be taken apart and put together,—a most instructive exercise,—are the manufacture and the pride of the

institution. In all their recitations and their readings, a clear, distinct, well-modulated utterance is required, and in this quality they compare well with seeing pupils. Classes, necessarily smaller, where pupils are found receptive, are formed for higher themes of study, as philosophy, history and ethics, and for the reading, analysis and comparison of poetry. For the study of natural history, they are well supplied with models, and take delight in feeling out, with their own fingers, the distinctive structure and adaptation to wants and uses of the various animals. And they become practically well versed with animal anatomy, as well as human.

Music has been cultivated with the wonted love and enthusiasm, and with even more success, under the same devoted and excellent teachers, with Mr. Thomas Reeves, himself blind, at their head, now a musician and a teacher of mature experience, assisted by an efficient corps of seeing music-readers. For the blind learn music partly through dictation, having excellent memories, although to a great extent they read it through the Braille notation. The tuning, regulating, even the repair of pianos, still goes on under the excellent instruction of Mr. J. W. Smith, and the practice of this art finds many of the pupils plentiful employment in private families, as well as in the public schools of the city.

The loss of sight is largely compensated to the blind by the concentration of the sense of hearing. Their perception of musical tone is intensified; they

seek and find an absorbing pleasure in it much beyond the average; and the number of music lovers among them is more general than among the seeing class. They find in music a solace and an exhaustless occupation. It, moreover, avails them largely as a means of self-support. Our school sends out every year some good piano teachers, and every year they come nearer to the standard of accomplished musicianship. For the mastery of the violin and other instruments played with a bow, they have not the same inducement, because only rare skill and talent command employment in that field. Yet the last year has shown some fair specimens of violin-playing among our pupils, and it seems to be becoming more an object of interest among them. Naturally the boys turn more to the reed and brass instruments which compose a band, and our band is capable of giving no mean delectation to an audience. It was never in better condition than at present, under the arduous and patient discipline of Mr. Reeves, who has to teach each part, each player, singly, involving a great exercise of memory. Now, with their new hall, of ample proportions, their proper home, in the new building, they will find sphere and encouragement for practice.

A feature, on which our music school can pique itself, is the degree to which the spirit of John Sebastian Bach permeates and tempers and refines the whole study and practice of the art. Our students of organ-playing, of which we have good examples,

make Bach's music their foundation. Our chorus singers love to sing old German chorals in his inimitable four-part setting, at once affording them the most spiritual and beautiful of service music, religious to the very core, and making them conversant with the very best examples of contrapuntal harmony, in which each of the four parts moves with a melody of its own, yet all interwoven into one. Our band, too, plays these chorals, the parts of the harmony being carefully distributed among the characteristic instruments. Moreover, among our younger students in piano-playing, some twenty boys and twenty girls give what they call a "Bach hour" every year, which costs them much instructive preparation, coupled with much true delight, in which each shows how carefully he or she has mastered and can perform some little piece, by no means very simple,—some prelude or fugue from the "Well-tempered Clavichord," some Invention, or Minuet, or Gavotte, or Sarabande; and they put their souls into them, for they have learned to love them with a love which cannot die out. Here is a germ of the purest art beginning to develop in these young musicians, touching their musical instincts from the first to finer issues. Such culture tells in the formation of a musical taste and character. And, before leaving the subject of musical culture in the school, we may take the opportunity to say that in music, if in nothing else, our post-graduate courses, yet in their infancy, and pleading for means and recognition, are begin-

ning to show fruits. One of our graduates, for whom the invaluable instruction of Professor Baermann was secured, Mr. C. A. W. Howland, has recently returned from three years' study at the conservatory in Munich, bearing the testimony of Rheinberger and other professors there, to his having taken the highest honors in every department of the study, and to the great joy of Mr. Baermann.

We are happy to say that our excellent corps of teachers and officers has been reëngaged, with the exception of Miss Caroline Emery, of the literary department, and Mr. George J. Parker, teacher of vocal music. Miss Emery intends to enter the sanctum of matrimony, and declined a reëlection. Her place has been filled by the appointment of Miss Jessie L. Langworthy, a recent graduate of Smith College at Northampton; and Mr. Parker has been succeeded by Mr. George W. Want.

3. COMMENCEMENT EXERCISES.

Thesé were held as usual in the Tremont Temple, in the afternoon of Tuesday, June 7, 1892, the president of the corporation, Samuel Eliot, LL.D., presiding. The eager and sympathetic audience overflowed the hall, and the interest with which the exercises were followed to the very end has been exceeded on no previous occasion of the kind. It may be said, too, in praise of the spirit and good judgment with which they were planned and carried through,

that no one felt them to be over-long. Dr. Eliot, on taking the chair, setting an example of brevity, said:—

Ladies and Gentlemen, Friends of the Blind:—We welcome you to the exercises of this afternoon. They are of the same nature as during the ten years that have passed away since we first assembled within these walls to celebrate the commencement of the institution. This is the eleventh time that we are here, and I daresay it is the eleventh time that many of you are here. At all events, I know that you come here this afternoon full of sympathy for these children; and they will feel, as their exercises go on from one stage to another, the presence of friends and the interest which I am sure you will both feel and express.

The papers of the next day gave vivid descriptions of the exercises in their order, from which we cull the following:—

While the audience was gathering, Henry R. W. Miles, one of the graduating class, played, for an organ prelude, Bach's great Fugue in G minor. Then the regular programme was opened with the overture to Auber's "Fra Diavolo," played by the school band,—played as everything the children do is done, so exceptionally well as to draw forth the heartiest applause. . . .

Dr. Eliot then presented two young maidens, who gave an illustration of reading by the touch. They were Florence Smith and Margaret McCarthy, pupils of different ages, who read selections suited to their degree of progress.

John Henley, Reuel E. Miller and Thomas Rochford, a trio of young boys, next gave an exercise in botany and zoölogy; standing in front of tables bearing a bean plant in various stages

of growth, specimens of sea weed, coral and a stuffed body and portions of the skeleton of an owl, each one, in turn, gave a little object lesson upon the materials at hand, speaking with the clearness and assurance which seeing children often fail to attain.

A duet for alto horns, from Bellini's "Norma," was most acceptably played by Edward D. Bigelow and Henry E. Mozealous.

An exercise in physiology, given by Lizzie Caulfield, Etta Walcott and Katie Dugan, was an exceedingly interesting presentation of the nature of the human nervous system, which they illustrated by wooden tablets bearing representations of the brain, spinal cord, etc., moulded in relief from clay.

The next number was a Sloyd exercise given by Emma Carr, Jennie Foss and Edith Thomas, the latter one of the four scholars who are deaf as well as blind. The first two little carpenters, standing at their benches, showed towel rollers which they had made, and explained how they had set to work with tools and measurements to produce the results. Little Edith's work was a paper-knife, the manufacture of which she explained with her pathetic finger language, which her teacher translated, and then the three small workwomen, with planes and saws and vises, etc., demonstrated in practice what they had previously explained, afterwards sweeping the shavings off their work benches with brush brooms, and hanging them back in their accustomed places, at which display of womanly neatness an old lady sitting in one of the balconies laughed aloud, to the amusement of all other interested spectators.

The first part was brought very prettily and musically to a close by a chorus for female voices, "Sparrows' Twitter," sung in sweet, clear voices, and with spirit and expression. In part second the little children of the kindergarten led off with a most

agreeable surprise; their contribution to the feast will be found under the head of "Kindergarten."

Following these came a quartet for male voices, "Farewell," of which both words and music were composed by Henry R. W. Miles. This was sung by Messrs. Mozealous, Hodsdon, Warburton and Robair, and was followed by the gymnastic and military drill exercise which yearly proves so attractive and even wonderful to the spectators. Henry R. W. Miles gave the valedictory, which was well thought out and clearly presented, and in which he realized that the class of which he is a member is only at the threshold of life, and urged that each do his part to make the world better for his having lived. Toward the end of the exercises the Rev. Andrew P. Peabody, D.D., presented diplomas to the following-named graduates: Edward David Bigelow, Henry Berton Hodsdon and Henry R. Webster Miles. The presentation was prefaced with the following words of tender sympathy and wise advice and exhortation:—

YOUNG GENTLEMEN:—I perform this office with very great pleasure. I appreciate the intense mental effort that has accompanied your work in order to attain the liberal education with which you go from us. I know that in your case it has been a more intense mental application than is ordinarily required of young men who are preparing to graduate as you do now. You have used your minds thoroughly and faithfully, else you could not be here to receive the honors you receive to-day. Let me beg of you to continue to keep your minds constantly active. Do thoroughly with your whole mind and your whole heart whatever you do. You have not slighted your

work in school. Whatever your work may be hereafter, do it well, and consider it utterly worthless unless you do it to the best of your ability. At the same time your minds are so open to a higher vision than that of the bodily eye, that you can see the right; you know the right, you know what your duty is. Never swerve one hair's breadth from what you know and feel to be right; and remember, if you do swerve ever so little, you take a wrong direction, and you will be likely to keep the direction you have once taken; and you know enough of geometry to know that two lines which form a very small angle diverge very rapidly, and if you take the wrong one, though ever so little ways from the right, you will soon find yourself a great way from the right. At times you have had your thoughts directed beyond this life to a higher and better one. You can make your life here as good as the life you look forward to in a higher world. If in the geometry of the Bible and the geometry of all true souls there could be one straight line from earth to heaven, it is the line of right,—right thinking, feeling and doing. And if there were nothing beyond this world,—I believe there is an eternity beyond,—the right way of getting through this world would be the same.

Take the right way, follow in that line, and your path will be one of constant and unceasing progress through this world and on to eternity.

It is with great pleasure that I present these diplomas, with the earnest greetings of the trustees, and, I am sure, of all the audience present.

May God bless and keep you.

The exercises came to an end with a chorus for all the voices, finely sung, but not so elevated and inspiring a composition as these same singers have on several occasions found so edifying to their audience, —one of those chorals of Bach, for instance, "How brightly shines the morning star!"

4. POST-GRADUATE COURSE.

The trustees desire again to call attention to a need which has been mentioned in previous annual reports; namely, the need for the establishment and endowment of a post-graduate course.

Every year's experience shows that our curriculum should be enlarged and made more complete. Every year there are a number of blind young men and women who need the opportunity for more advanced study, in order that they may be well equipped to enter upon the active duties of life, or fitted for admission to the college or university where they may pursue a higher course of study with seeing classmates. For this purpose we need permanent resources for the employment of competent teachers in music and in literature. The additions made to the boys' music department give sufficient accommodations for this purpose, but a large music hall is needed, with a supply of instruments and other advantages which will enable our pupils to become thorough musicians and good scholars.

The present music hall is too small, being only sufficient to accommodate the inmates, without allowing room for an audience from outside, whose presence would be a stimulus and an encouragement to our musicians. Located in one wing of the boys' department, it is not easily accessible either from the girls' department or from outside. A larger hall directly accessible from the street, with an entrance

on one side for the boys and on the other for the girls, would supply a need which the growth of our school makes more and more imperative.

5. BLIND DEAF MUTES.

The interest, which has been awakened by the progress of the four blind and deaf children under instruction, has brought new applications for the admission of others similarly afflicted, which we have been obliged to refuse for lack of accommodations. Experience and thoughtful consideration deepen the conviction that such children should not be taught apart from others, and subjected to interruptions which the visits and special attentions of friends and an interested public inevitably produce; but that they should be placed in the regular classes, and their education conform in all respects with that of the other pupils of the school. Special teachers will still be needful, but their office will become mainly that of interpreter to convey to the minds of the deaf blind the instruction which their classmates are receiving through the ear.

Persons suffering from this triple deprivation have been so few and so widely separated that no provision exists for their education, which, indeed, was considered impossible until Dr. Howe's success with Laura Bridgman demonstrated its practicability. With the increase of population the number of such cases has become considerable, and now the re-

peated appeals for help for these deeply afflicted ones make it a duty to consider the establishment of a department for the education of blind deaf mutes.

6. FINANCES.

The report of the treasurer, Mr. Edward Jackson, herewith presented, shows in detail the financial record, which may be summarized as follows:—

| | |
|--|---------------------|
| Cash on hand Oct. 1, 1891, | \$6,016.37 |
| Total receipts from all sources during the year, | 198,831.51 |
| | <u>\$204,847.88</u> |
| Total expenditures and investments, | 191,653.96 |
| Balance, | <u>\$13,193.92</u> |

The various funds have been managed with great care, and constant prudence has been exercised in all disbursements. The strictest economy has been practised in order to provide for the pressing demands upon the institution. The limitation in the income renders the restriction of the expenditures necessary in many lines where outlays might be made with the highest advantage to the scholars. If the means at our disposal were twice as large as they are, the work which the establishment would be enabled to accomplish would be of the greatest service to the cause of the education of the blind.

7. THE PRINTING OFFICE.

The printing office has been in active operation throughout the year, and has published the following list of books:—

| | | | |
|--------------------------------|---|---|-----------------------|
| Tennyson's Idylls of the King. | | | |
| The Sleeping Sentinel, | . | . | by Chittenden. |
| Sesame and Lilies, | . | . | by John Ruskin. |
| Captain January, | . | . | by Laura E. Richards. |
| Black Beauty, | . | . | by A. Sewell. |
| Turner's First Reader. | | | |
| Standard Braille Primer. | | | |

Besides completing some musical work commenced the previous year, it has also printed a key to the Braille "Musical Notation," and the following pieces of music:—

| | | | |
|--------------------------------|---|---|--------------------------|
| Pleasures of May, | . | . | G. Merkel, Op. 81. |
| In the Beautiful Month of May, | . | . | G. Merkel, Op. 25. |
| Second Valse, | . | . | Benjamin Godard, Op. 56. |
| Gavotte Mignonne, | . | . | W. Goldner. |

8. WORKSHOP FOR ADULTS.

This department has been steadily carried on as heretofore, giving employment to a number of adult blind persons, and the opportunity of learning a useful occupation to others. The need of increased patronage continues to be felt. The character of the work is guaranteed, and the patronage solicited for the benefit of the blind (who have so few industries

in which they can compete with the seeing) will therefore be found advantageous to customers even from the business point of view.

9. LIBRARY BUILDING.

The special event of the year has been the completion of the new building for a library, which has long been urgently demanded, and providing increased accommodations for other purposes which the growth of the school requires. The new edifice has been erected on Fourth and H streets, and forms an annex to the main building, with which it is connected by two bridges.

The first story is occupied mainly by a gymnasium ninety-five feet long. It is fitted up with the best appliances for physical exercise, and has a broad gallery extending its entire length. Two dressing-rooms are attached,—one for the girls, the other for the boys. A commodious apartment has been arranged for the Sloyd classes of the girls' department, and the remaining space, which is of easy access from the kitchen, is devoted to storerooms, which have been greatly needed.

The second story consists of three spacious rooms for the library of embossed and ordinary books, with cases and drawers for minerals, stuffed birds and animals, and other specimens for object teaching; and a smaller fire-proof room for the preservation of valuable books and documents.

The upper story is appropriated to the music department, and contains a spacious apartment for a musical library and for band practice; a large teaching room and three smaller ones; a tuning shop provided with cases and drawers for models and tools, a workbench and other conveniences; and thirty-three small music and tuning rooms.

This is the modest, brief description furnished by the director of what he calls the "Library Building," planned by himself and Mr. Dennis A. Reardon, and erected under their immediate superintendence during the past year. It is of brick, of three stories, two hundred and thirty-eight feet long, running behind the whole length of the main building, with a spacious L on H street, and connected with the main building by two bridges of easy access and gentle slope. The work has all been done in a solid and thorough manner, and the internal fixtures put in, all at the surprisingly moderate cost, showing a true Greek economy, of about \$41,000. The three departments, gymnasium, library and music school, occupying the first, second and third floors respectively, now complete so far as rooms are concerned, amply and even elegantly equipped for use, are a feast to the eye of the visitor, as well as a comfort and a home to teachers and pupils in these branches.

The "three spacious rooms" of the library are really halls, ample, convenient and æsthetic. One of them, the largest, of open area, affords room for considerable gatherings, lectures, readings, meetings, etc., as it will show this afternoon, when it will be used for the dedication of the new building. Another is beautifully set with cases in black walnut, filled with books, not only the large collection of embossed books for the pupils, but well-bound volumes in the ordinary type for teachers and for reading to the pupils, forming a rich and choice collection of standard literature.

Here poetry, history, science, fiction, have each their proper cases. It was a surprise how many books had accumulated under the vigilant forethought of Dr. Howe, and subsequent additions. They had been stowed away in corners, piled upon the floor, hidden in chambers and closets, and almost impossible to find. Now all are arranged in beautiful, convenient order, and each is come-at-ible at once in the right place. And we find we have a really choice and representative library of about eleven thousand volumes; besides the cases and drawers of minerals, stuffed birds and animals, and anatomical models and various specimens for object-teaching. And a very solid fire-proof room, small but sufficient, gives a comfortable assurance that the records, archives and valuable documents of the institution are secure.

The provision for the musical department of instruction and of practice alone challenges equal admiration by its extent and complete equipment for its uses.

Descend to the ground floor, and you will find the gymnasium, which is ninety-five feet in length. It is admirably equipped with all the modern appliances,—at least all the best. A visitor from New York, an expert in gymnastics, waxed enthusiastic on sight of it, and exclaimed: "That is complete, perfect, and could not be better."

The members of the corporation, and the visitors who are present to-day, will have an opportunity to witness and judge of these new arrangements for themselves.

10. REPAIRS.

A number of necessary repairs and a few alterations have been made during the vacation. On the third floor a portion of the boys' workshop has been partitioned off so as to provide a separate room for Sloyd classes.

The removal of the music department to the new building left the rooms of the west wing of the second story vacant, and but slight changes were needful to fit them for their present use as dormitories. In two rooms, which will be used as a nursery, the old floors have been replaced by hard-wood flooring.

By the ample store-rooms provided in the new building a room in the basement has been vacated, and this has been converted into a lavatory for the younger boys. The old underpinning of the little boys' entry has been replaced by new, and the four adjacent music rooms have been made into one large apartment.

In the yard the paths and a part of the driveway and little boys' playground have been covered with concrete, and the premises have been made more accessible to the heavy teams which bring supplies, by finishing the driveway to Fourth street with block paving.

In the cottages of the girls' department the walls and wood-work of the first floor have been repainted, the pantries renovated and new sky-lights supplied.

II. THE MATRON.

Miss Maria C. Moulton, who became Matron of the institution in 1853, from the first had Dr. Howe's confidence and was his judicious and faithful coadjutor in his work. She has been of essential service to the present superintendent. Her thoughtful and unfailing kindness has been of unspeakable worth as regards the comfort and happiness of the pupils; and, at the same time, her sympathy and help have been so freely given to her assistants and to the teachers, as to endear her to all who have in any way borne part with her in the administration of the school. She has much more than earned the rest which she is now taking. Her place could not be easily filled, and we trust that she will return with renewed strength and vigor to the charge from which she received temporary relief by the following vote of the trustees, passed July 1, 1892:—

Voted, That leave of absence for one year, with continuance of salary, be given to the matron of the boys' department, Miss Maria C. Moulton, and that the director be commissioned to assure her of the high esteem and warm regard in which she is held by the trustees, and to convey to her their hearty thanks and the expression of their appreciation of the invaluable services which she has rendered to the institution during the greater part of her beneficent life.

12. MR. AND MRS. BROOKS.

During the past year the institution has sustained a great loss in the death of Francis Brooks, who had been a member of the board of trustees since 1866, and who has been second to no one of his colleagues in valuable services. He gave not only time and money but himself to the work, bestowing upon it his warmest sympathy, his wise counsel, his whole-hearted coöperation in whatever could contribute to its prosperity and usefulness. He was among the foremost friends of the kindergarten, and offered to give it a site on his own grounds in West Medford,—an offer declined solely on account of its distance from the parent institution.

Before the close of the year we lost in Mrs. Brooks an equally kind friend and an assiduous helper in our work, as she was, like her husband, in every good work within their common sphere of beneficent action. She took a special interest in the kindergarten, opened her apartments to entertainments for its benefit, and gave to it the proceeds of the sale of her charming translation of "Heidi," which still remains a source of income. While performing numerous offices of love for the children under our charge, she established on her own premises a kindred institution for deaf and dumb children of tender years.

After the death of Mr. Brooks, the board of trustees passed the following resolutions:—

Resolved, That in the death of Francis Brooks we mourn the loss of a dear and honored associate and friend, whose large heart was in deep sympathy with the work of the institution, and whose long and faithful service in the many trusts and functions which have fallen to him among the duties of this board, has endeared him to every inmate and manager of the establishment, and made our intercourse with him a sweet memory for all our lives.

Resolved, That we extend to his widow and children our heartfelt sympathy in their loss, which is also ours, assuring them that the memory of the manliness, open-heartedness and generosity of their loved one will be ever cherished by his associates on this board.

Resolved, That the foregoing resolutions be entered upon the records, and that a copy thereof be transmitted to Mrs. Brooks and her family.

13. DEATHS OF MEMBERS OF THE CORPORATION.

Besides Mr. and Mrs. Brooks, the institution has lost during the year, by death, from the list of its corporate members, Waldo Adams, a man of inflexible integrity and of generous sympathies; Joseph A. Barker, one of the most benevolent and public-spirited citizens of Providence, R.I.; Mrs. Elizabeth B. Bowditch, who prized wealth for its large capacity of usefulness; John A. Brown of Providence, R.I., who made it his happiness to do good; T. O. H. P. Burnham, whose life work in behalf of the lovers of rare and choice literature created funds that will secure for him an enduring name and praise among public benefactors; W. W. Clapp, a public-spirited citizen, a successful journalist and a warm friend of our institu-

tion; Rev. Samuel A. Devens, till disabled by illness, a faithful Christian minister; Darius Goff of Pawtucket, R.I., whose ready aid was bestowed on every cause of humanity; Joseph N. Fiske, worthy heir of a high reputation for intelligence and probity; Miss Augusta Glover, who shared with her brother, an honored member of our board, a profound interest in its work; S. H. Green of River Point, R.I., whose loss is deeply felt; Herbert E. Hill of Somerville, a gallant field-officer in the war of the rebellion, and, in later time, distinguished in various official positions and in several departments of philanthropic service; Mrs. Anna A. Ives of Providence, R.I., well known for her philanthropy, as well as for the graces and virtues that leave a fragrant memory; Patriëk Tracy Jackson, the liberal-minded and large-hearted merchant; Edward W. Kinsley, who left the memory of a kind heart and a useful life; William H. Long; Mrs. Caroline Merriam, noted for her benevolence, especially to the blind; George Owen of Providence, R.I.; Henry G. Parker, an enterprising editor, whose columns were open to appeals in behalf of any and every cause of suffering humanity; Mrs. Sarah Potter of Providence, R.I., a friend and helper of the blind; Mrs. John Simpkins, full of good works, and especially thoughtful for the well-being and well-doing of the inmates of our kindergarten; Mrs. Robert C. Winthrop, whose wise counsel and extended influence largely enhanced the worth of her open-handed charity; and Miss Susan Weld, nowhere more be-

loved than among those whose want, privation and suffering it was her happiness to relieve.

All which is respectfully submitted by

EDWARD BROOKS,
JOHN S. DWIGHT,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

DEDICATION OF THE NEW LIBRARY BUILDING.

After the annual meeting of the corporation, on the afternoon of Wednesday, October 12, the members were invited to one of the halls of the new library, where simple dedicatory exercises were held.

Dr. Eliot, in a brief and informal opening address, spoke of the many times of late, in which they had been summoned to celebrations at the kindergarten, the child of this school, and now they were assembled to share the enjoyment of the parent institution in dedicating this new library, which forms a very important branch of the establishment. And in this celebration he felt that they were also commemorating the four hundredth anniversary of the discovery of America, for the exact date was October 12, instead of October 21, which has been accepted as "Columbus Day." When a boy of fifteen years he first became acquainted with Dr. Howe and this noble work in which he was then engaged. From that time he had felt a deep interest in the success of the institution, and it was a great pleasure to be present at these exercises.

A concerto, played by H. R. W. Miles, was followed by the reading of a selection from Ruskin,

by Lizzie Caulfield; and "The Hero," — Whittier's tribute to the brave, chivalrous and philanthropic character of Dr. Howe,—by Matilda J. Boyle.

Then came a duet for the cornet and clarinet, played by H. R. W. Miles and J. Walsh.

In his essay upon "The New Library," Henry Mozealous considered it as a teacher that "supplies us with information and makes us acquainted with the wonders of creation," and "with this knowledge of the world of nature and the world of thought, we ought to be well equipped to enter upon our work in the world of man." Regarding its sources of instruction with closer attention, he says of the books: "Rows upon rows of them, seeming dark and silent until we open them, and then how different! Each volume has some new thought or lesson to disclose." Passing from the library of books, with its treasures of enjoyment for the children and of interest and delight to the student and scientist, he next considered the museum, with its collection of animals and its specimens of woods, vegetables, flowers and fruits, of rocks and metals, and of models for the study of anatomy and physiology. Here, in a single sentence, he unconsciously revealed the necessity to the blind of the object teaching thus afforded, and its mental and spiritual value: "As we walk among the wonderful products of nature, we feel the sublime presence of our maker and an impression comes over us that God was never so near as he is among the manifestations of his power and love." The essay closed

with the hope that the pupils may never show themselves unworthy of the great gift, but put it to the best use, "realizing that increased opportunities bring increased responsibilities."

A glee, Mendelssohn's "Students' Song," was sung by the boys; and a class of little girls gave a pleasing exercise on fruits and vertebrates, in which Edith Thomas took an equal share with her classmates. Pinsuti's "Three Charms of Life" was rendered by a choir of girls, and the following essay was then read by Mary H. Hoisington:—

A GREAT NEED SUPPLIED.

It is with hearts full of gratitude that we, as a school, greet this dedication day, and rejoice in the sunshine it brings. It is indeed a day of promise, which opens for each one of us the portals of a larger, richer life. In this new building a long-cherished wish has found a most beautiful fulfilment,—a dream has become a reality. This completed structure stands as an illustration of the noble aims of the education of today. Its gymnasium, Sloyd room, library and music rooms, provide for the symmetrical development of the body, mind, and soul.

As the health and strength of the mind must ever depend upon the health and vigor of the body, it seems most appropriate that the gymnasium should form a part of the solid foundation of this building, and thus strengthen and support the library; and that, still higher, in the music rooms, the more ethereal part of our nature should find expression.

It is only when we contrast the present with the past, a rich supply with a great need, that we fully appreciate the blessing which is ours today. Our gymnasium lacks nothing which nature and modern science can contribute toward the attainment of health, which is the object of all physical culture. First in impor-

tance is the sunshine, which nature here bestows in lavish measure, to which is added the blessing of free space and apparatus sufficient to meet the demand of latest theories concerning the harmonious development of the physical organism.

The dressing-rooms, which join the gymnasium, are an improvement, which we would not forget to mention in contrasting a past need with a present supply.

I am sure that all those girls who formerly studied Sloyd in a basement room, which had to do duty for four or five rooms instead of one, would gladly testify of their comfort and pleasure in a new Sloyd room, which is so perfectly adapted to the purpose for which it was designed.

The dearest spot in all the building to most of us, I think, is the library, and how great was our need of it! The old library rooms had become so crowded that many of the books were unavailable for common use, and when new books came to our institution from distant printing-presses they could not be unpacked because there was no library space for them, while a place for new books from our own press could be secured only by the stowing away of older ones. We had therefore reached the point where a new library seemed imperative.

For us, who are fond of reading, it used to be hard indeed to know that there were books in print which we could not enjoy, and that even some of our old friends, with whom we would like to have a chat, were quite inaccessible.

Now, as we enter the library our book friends are all around us, ready, and waiting our choice, any one of them to be had for the asking, and there is none of the old delay in searching for them.

We know that all of our books have been most carefully selected, and that the library is thus a treasury of some of the choicest productions of the literary world. Such books as these cannot fail to be teachers as well as friends, and to make our lives better and richer for having read them.

One of the strongest desires in the heart of the founder of this institution was, that the pupils should have a library of easy ac-

cess, where the best books could be freely obtained at any time. Now we feel that in the wealth of the present resources of the library his noble wish has found fulfilment.

The room adjoining the library, which is devoted to the interests of science, is deserving of special mention. The fine models and specimens which it contains are of greatest service to us in making the path of scientific knowledge a smooth and pleasant one.

And now, what shall we say in acknowledgment of all that has been done for us in the erection of this new building, so complete in every part? In behalf of the whole school, I would offer to our director, trustees, the members of the corporation, and all who have so kindly aided in the work which is here represented, a deep and sincere expression of loving gratitude and appreciation.

The brief and appropriate words of Rev. A. P. Peabody were followed by selections from Bach and Heinecke, given by the brass band, which ended the exercises.

THE REPORT OF THE DIRECTOR.

I saw eternity the other night,
Like a great ring of pure and endless light,
All calm as it was bright :
And round beneath it, time in hours, days, years,
 Driven by spheres,
Like a vast shadow mov'd.

— VAUGHAN.

To the Board of Trustees.

GENTLEMEN : — At the close of another year — the sixtieth in the history of the school — it becomes my duty to submit to you the customary report of the director on the work and condition of the institution, together with such views, suggestions and recommendations as in my judgment call for consideration and action.

The year has been characterized by constant growth and continuous prosperity in the school, and by efficient service on the part of the teachers and employés.

The facts and deductions herein presented show, that the objects, for which the institution was established, have been prosecuted with earnestness and success, that good progress has been made, and that, though we have never had reason to complain of neglect or indifference on the part of the public, the interest manifested of late by the community at large in the education of the blind has been stronger than ever.

RECORD OF GROWTH.

Then their numbers swell
And grow upon us.

— SIR J. DENHAM.

The institution has just completed its sixtieth year of actual work, and it is not inopportune to note on this occasion its growth and prosperity.

Organized in the year 1832 at the residence of Dr. Howe's father on Pleasant street, with six pupils, it has continued to increase steadily both in size and capacity. It occupies now, or will do so in less than three months, ten separate buildings, and has an enrolment of 210 blind persons. Of these 157 are in the school proper at South Boston, 37 in the kindergarten at Jamaica Plain, and 16 in the workshop for adults.

During the sixty years of the existence of the establishment 1344 blind persons (800 males and 544 females) have been admitted and have received its benefits either as pupils or as apprentices. Of these 1076 are living as far as known, and 268 have died.

HEALTH OF THE INMATES.

The surest road to health, say what they will,
Is never to suppose we shall be ill.
Most of those evils we poor mortals know
From doctors and imagination flow.

— CHURCHILL.

I am happy to report, that during the past year the standard of health has been far above the average in

every department of the institution. Indeed, it has been exceptionally high.

The arrows of death have not been sent among us, nor have any cases of contagious disease or of serious illness occurred. Even the ordinary ailments to which children and youth are more or less subject, have been few in number and mild in form.

The enjoyment of good general health to such a remarkable degree, together with entire exemption from serious maladies and epidemics, which have been quite prevalent in the community around us, during the months of winter and spring, is a cause of sincere congratulation, and we cannot be grateful enough for it.

SCHEME OF EDUCATION.

Heaven is not reached at a single bound ;
 But we build the ladder by which we rise
 From the lowly earth to the vaulted skies,
 And we mount to its summit round by round.

— HOLLAND.

Our system of education is constructed with a view to meet the principal wants and special requirements of the blind.

It is broad in its scope, comprehensive in its character, rational in its methods and practical in its purposes. It is based on scientific principles and embraces an harmonious combination of physical and mental exercises with moral and æsthetic culture. It starts with the kindergarten and advancing step by

step reaches the upper branches of study which are taught in the high schools of New England.

The development of bodily strength and manual dexterity, the nurture of the mental powers, the refinement of the æsthetic sense, the improvement of manners and morals, the inculcation of principles of honesty and truthfulness, of industry and uprightness—all these are included in our curriculum and receive due attention.

The aim and end of this scheme of education is to train the pupils thoroughly and develop their best possibilities, to awaken their aspirations and stimulate the healthful throbbings of their souls, to encourage them in their attempts at achievement, to foster in them self-reliance, which is the greatest quality of true manliness, to arm them adequately for the struggle of existence, and to open to them new vistas of hope.

There are five separate departments in the institution, wherein this system of education is carried on, and a cursory review of the work, which has been accomplished in each of them during the past year, seems to be in order here.

DEPARTMENT OF PHYSICAL CULTURE.

A frame of adamant, a soul of fire,
 No dangers fright him, no misfortunes tire :
 O'er love, o'er fear extends his wide domain,
 Unconquered lord of pleasure and of pain.

—JOHNSON.

Viewed from every standpoint, physical exercise is of unsurpassed value. Its importance cannot be overestimated. It constitutes the ladder which leads to the heights of organic health and structural amplification. It holds the master key to harmonious development. According to Cicero, it is this alone that supports the spirits and keeps the mind in vigor. Watts considers it as very alluring to the understanding. Blair characterizes it as the chief source of improvement for all our faculties. Jules Simon avers, that morality gains by it.

In a well arranged school curriculum physical culture occupies a very important place. It is the corner-stone, upon which the superstructure of an efficient system of instruction and training can be securely based. It is the tillage and husbandry of the subsoil, from which the intellectual and moral faculties draw the needful sap for their nourishment and growth. Without it no educational establishment can do its work properly. For unless the tabernacle of flesh be made sound and strong, the indwelling mind cannot be kept vigorous and alert, ready to seize on every present seeming advantage and able to soar to the stars.

Green herbs will not in sandy deserts flourish,
Nor summer flowers in snowy mountain's rifts.

But, if adequate provision for bodily exercise is deemed so essential to schools and seminaries for seeing youth, in those established and maintained for the special benefit of the sightless it is demanded with tenfold urgency. Indeed it is not only appropriate, but absolutely indispensable. The reasons are obvious.

The blind as a class are deficient in stamina and wanting in muscular strength and endurance. In most cases their physique is undermined by the original cause of their infirmity, or by the sedentary habits superinduced by it. They lack vital force. Compared with ordinary boys and girls of their age, they are pale, puny, flat-chested, timid and languid. They are averse to locomotion. Their blood is propelled sluggishly, because they are disposed to be inactive. Their moral qualities of courage, self-reliance and joyfulness are far below the average standard. When they enter school some of them are so inert physically as to be incapable of engaging in any occupation, while others are both unable and unwilling to apply themselves continuously. The springs of life are weak in them. The functions go on feebly, and when obstructed or deranged, they recover themselves with difficulty.

Such is in general the physical condition of the majority of sightless children and youth. The picture presented by this description is far from being

pleasing; nevertheless it is a true one. It is neither overdrawn nor made a shade darker in color than it really is.

Now the principal task and most solemn duty of those entrusted with the care and training of the blind, is to devise ways and means and to adopt proper methods for remedying these defects as far as they are curable, and for putting the corporeal frame of the sufferers in a healthy state and good working order. This is the chief point of the business, and on it their thoughts and energies should be sedulously concentrated.

Of all the instrumentalities, which can be employed to compass this end, physical culture is unquestionably the surest and most effective. It is only by means of this potent agency that structural imperfections and flaws can be repaired, the ground freed from injurious weeds and noxious plants, and the foundations for the full and complete development of the mental and moral faculties laid. Upon it depends mainly the success of all other educational methods. Without its aid the blind will scarcely be able to reach the highest degree of general improvement, which it is possible for them to attain. Hence a school built for their benefit, yet not possessing either a well-fitted gymnasium or sufficient grounds for outdoor exercise, is a sort of intellectual and moral hot-house, with nothing to prevent the diversion to the brain of the nourishment, which should go to muscles, nor to check constitutional debility,

morbid tendencies, mental frivolities and unhealthy activity of the imagination.

Physical culture constitutes an integral part of our school work, and receives that attention which its importance as the foundation of our scheme of education deserves.

Each class at a stated hour on four days of the week repairs to the gymnasium, and all perform their part in systematic and methodical exercises prescribed and conducted by trained and specially educated teachers. The pupils become healthy and strong thereby and they are better prepared for study and mental exertion.

The new gymnasium, which was finished in time to be used during the greater part of the past year, is a great improvement upon the old one. It is much larger and better adapted to its purposes. It is adequately equipped and amply supplied with appliances and apparatus of the best and newest design.

The system of bodily culture herein pursued is based on hygienic principles, and is the result of study of the human organism and of the laws governing cause and effect. The various exercises comprised in it are carefully selected and arranged, and are calculated to give suppleness and muscular power and to exert a vast influence on the organs employed in the vital processes of respiration, circulation and nutrition. They are carried on with great prudence and enthusiastic earnestness.

The work done in the gymnasium cannot be

praised too highly; nor would it be an exaggeration to say that very few educational establishments have a course of bodily training so judiciously arranged and so wisely administered. Yet granting the value of the Swedish, the German, the Delsarte and other systems of physical culture, it is still true, that they must be supplemented by abundant exercise obtained in the open air under the "shining of the sun whereby all things exhilarate," and in the midst of those pure and animating atmospheric influences, which are more or less excluded from the solid piles of brick and mortar. Nature's broad palæstra arched by the span of heaven is in every respect far superior to those constructed by the hand of man; and though the grounds adjoining our buildings are somewhat contracted, we prize them very highly as affording opportunities for sporting, gambols, and innocent frolic.

Reason and experience combine to show, that the salvation of the blind depends mostly upon the removal of the natural disadvantages with which they are encumbered, and upon the restoration of their physique to a normal state or to something akin to it. Much of the healthy, buoyant elasticity of mind for which the ancient Greeks were remarkable, as well as for the active and beautiful general development, in which no other race has ever equalled them, was due to their love and practice of gymnastics. Of course, no rational person would deem it possible to produce models of youth and manhood approach-

ing the classic ideals merely by strict adherence to the methods, which the Greeks pursued in creating them. Considering the nature of the materials which we have to deal with, it would be preposterous even to dream of this. Nevertheless, if our pupils devote themselves with soul and heart to the exercises which are prescribed for them both in the gymnasium and on the playground, and take a genuine interest and unalloyed pleasure in their performance, who can doubt, that they will obtain thereby everlasting benefit, and that they will secure that degree of amelioration in their physical health, of which they are in absolute need, and which is a condition *sine qua non* for the success of anything that they undertake to do?

LITERARY DEPARTMENT.

How empty learning, and how vain is art,
But as it mends the life and guides the heart.

— YOUNG.

I take great pleasure in being able to report, that this department has done excellent work during the past twelve months, and that its plans and processes have been in touch with the best ideas that obtain in the educational field.

The course of study remains substantially the same as in the immediately preceding years; but changes and improvements in some of the details have been made from time to time.

There has been a constant endeavor to interest the

pupils more deeply and practically in the work of the school. Great care has been exercised in the adoption of new modes of instruction and in the selection of auxiliary apparatus. Trained and reliable teachers have been secured so far as possible. Needed additions to the collection of tangible appliances have been procured promptly and without stint. Embossed books of a higher order have been coming from our press, and nothing has been omitted or overlooked which would help to banish from the class-rooms the tedium and monotony of barren formality, and render them pleasant and attractive.

The work of reform, inaugurated by Dr. Howe, has been going on quietly but uninterruptedly. The fundamental principles, enunciated by Rousseau and put into practice by Pestalozzi and Froebel, have been fulfilling their holy mission and bearing fruit. Irrational, unphilosophic and repelling processes have been giving place to rational, scientific and enticing methods. Learning by heart the contents of text-books and repeating them parrot-like have been strictly avoided.

Superfluous branches

We lop away, that fruit-bearing boughs may live.

The truth that to educate is not to pour in information but to draw out and discipline the mental powers, has been fully recognized and acted upon by the instructors. As a general rule the pupils have been led to do independent work and to rely upon

their own exertions. Instead of being kept in leading strings, they have been encouraged to use their faculties and to depend upon their own resources.

This statement fairly applies to both sections of the school, but it refers with absolute fitness and special emphasis to that of the girls. Here Wordsworth's exquisite advice,—

Come forth into the light of things;
Let nature be your teacher,—

has been readily heeded and diligently put into practice. Here the pupils are drilled to deal with realities and not with abstractions. Here they are taught to know things as primary facts. The plan of their training is natural and appropriate to the subject under consideration. It is neither arbitrary nor confused and misleading. It consists of frequent excursions into the wide field of external objects and of a series of explanations made by referring to first principles. It is pleasing and fascinating to the whole mind. It is the calling into activity of all the intellectual powers which the scholars are mature enough to use. It fosters the development of individuality and the desire for research and leads back to the rational methods of nature, which is the best, the most sagacious and the wisest of teachers.

For this state of things great credit is due to the principal teacher, Miss Della Bennett, and to every one of her associates and assistants. These young ladies are eminently fitted for their places and do

most excellent work. A cheerful disposition, a desire to be of service, exemplary devotion to their profession, marked ingenuity and untiring energy form an essential part of their equipment. The earnestness with which they discharge their duties amounts to enthusiasm. Thoroughly imbued with the principles that underlie the policy and purposes of the institution and strictly loyal to its management, they coöperate heartily with the latter in all matters pertaining to the improvement and welfare of the pupils. To learn the secret spring of action in each of the scholars, to touch that spring and lead the awakened mind to earnest effort and attainment, to lift the soul from the plane of low desires and direct the attention to that which ennobles and refines, to enable the blind to make the most and best of their remaining faculties, is the work which our school is called to perform, and these ladies do it with all their might and in a most satisfactory manner.

Of the success of their efforts there is no lack of evidence. Persons of superior intelligence and of wide experience in educational matters, who have visited this department and witnessed the exercises of most of the classes, have repeatedly expressed themselves either *vivâ voce* or by letter as being highly pleased with the naturalness and excellence of the methods of teaching, or struck with the originality of thought evinced by the scholars in their recitations. This testimony, coming as it does from competent judges and given voluntarily, is peculiarly satisfying.

The legitimate function of our school is not only to make the recipients of its advantages rational beings, by developing and training their intellectual faculties, and by teaching them habits of correct thinking and cultivating in them the capacity of weighing evidence and forming sound judgments, but also to improve, enlarge and strengthen the ethical side of their nature. Hence *pari passu* with the advance in mental growth has gone the cultivation of the moral sense and the inculcation of such principles as help to mould true character, to quicken the conscience, to render each of the pupils ruler of his spirit and to enable them to act for themselves with wisdom, purity and justice.

One of our graduates of the class of 1887, Mr. William Beard Perry of New Bedford, whose admission to Amherst college without a single condition was recorded in these reports four years ago, completed his academic course, crowned with honors, and took the degree of A.B. last June. Mr. Perry is a young man of exceptional character, uncommon intelligence, thorough scholarship and high attainments. In a class of ninety-three seeing students he was the first scholar,—*primus inter pares*. The beneficent effects of his coëducation and constant association with seeing young men are conspicuously noticeable in his ways of thinking and acting, as well as in the qualities of frankness, openness and directness, which characterize him in all his relations, and in which many of his fellow-sufferers are more or less wanting.

Stalwart in form, vigorous in health, prepossessing in appearance, genial and delightful as a companion, gentlemanly in manners, earnest and untiring in effort, and determined in purpose, Mr. Perry has a most promising future before him. Whatever may be his chosen profession, it is safe to predict, that he will be an honor to it, a credit to the institutions at which he was educated, a source of comfort and pride to his parents, and a shining light among his brethren in misfortune.

Only one change has occurred in the corps of instructors during the year. Miss M. Caroline Emery, who had occupied very acceptably a position as teacher since the 1st of December, 1890, declined a reëlection at the close of the school term for the purpose of entering the holy estate of matrimony. The vacancy was filled by the appointment of Miss Jessie L. Langworthy, a recent graduate of Smith college.

DEPARTMENT OF MUSIC.

There is a charm, a power that sways the breast,
 Bids every passion revel or be still;
 Inspires with rage, or all your cares dissolves;
 Can soothe distraction, and almost despair.
 That power is music.

— ARMSTRONG.

This department continues to hold a most prominent place in our system of education, and the pupils in it have done very good work during the past year.

The instruction herein given in the various branches of vocal and instrumental music is thorough

and comprehensive, and exerts on the scholars a powerful and refining influence, which is of inestimable value to them.

Music is studied both as an intellectual pursuit and as a fine art. In the former capacity it helps to develop the mind, strengthen the memory and quicken the faculties, while in the latter it aims to create a love for the beautiful, to foster a power of self-expression and self-control, to discipline the emotions, to invigorate the moral nature, to stimulate all the perceptions and to form the taste.

The following statement, prepared by the teachers at my request, shows, that the work of the music department has followed lines similar to those of preceding years :

In recognition of the fact that music is a source of great pleasure and profit to the blind, and in accordance with the natural desire on the part of parents that their children shall receive a musical training, each pupil is given a thorough trial until, in the case of those who lack the requisite talent, it becomes evident that to prolong the course would result in disappointment. Those who show the necessary talent are trained from the beginning with reference to the two-fold responsibilities of teacher and performer. It is rigidly exacted of them that they be ready to play at a moment's notice any and all of the music that they have learned, and as a test of this ability, frequent review recitals are held, at which a piece is selected at random for performance. By this means, those who are otherwise well-fitted, are prepared to give lessons to such seeing pupils as apply for instruction, and gain thereby valuable experience in teaching.

The position of church organist offers an attractive and remunerative occupation for the blind, and the numerous instances of

successful achievement in this field have induced us to give special attention to the preparation of our pupils for this work. A variety of masses, anthems, hymn tunes and other church music has been carefully memorized and practised with hopeful results.

A class in composition has been graduated, the members of which have shown considerable talent in the writing of pieces in the higher species of composition as well as in the ordinary dance forms.

There has been the usual demand for the services of our pupils in concert work, and some have filled positions in church choirs for longer or shorter periods.

One of our graduates went last summer to the island of Jamaica, in search of employment as teacher of music, and still another has returned from Europe after three years of successful study in Munich. It may be noted here, that Rheinberger, the famous organist and composer, was pleased to commend the thoroughness of the instruction which his pupil had received during his course here.

Increasing use has been made of the music in the Braille notation both for vocal and instrumental purposes.

During the year there were 106 pupils connected with the musical department, of whom 88 practised singing in six different classes, and 21 took private lessons. The number of those studying the pianoforte was 82, of whom nine were found to be lacking in talent, and after a fair trial were dropped. Eight studied the organ, and 32 pursued the subjects of harmony and composition in eight different classes. Thirteen studied the different brass instruments, and seven others had a trial on the same but were unsuccessful. Ten practised on the clarinet, 2 the flute and 7 the violin. Thirty studied the history of music and musical literature.

This statement gives an idea of what has been done in the musical department during the past year, of the extent of our course of instruction, and of the general principles on which the work is conducted.

Our pupils are carefully trained both in the technic and in the science of music. While they learn how to play or sing, they acquire also a knowledge of the history of the art, of its meaning and object, of the philosophy of its organic structure and of the æsthetic elements that underlie it. In other words, they are taught to deal in scientific principles, to classify and arrange these in a systematic manner, and to apply them to the actual production of anticipated results.

The study of the theory of music is considered of paramount importance, and due attention is paid to it. The main object in all efforts is to secure thoroughness and not mere effect, to make well-trained musicians rather than brilliant performers, interpreters rather than copyists. But, in order to attain a high degree of artistic refinement and critical taste, the pupils must have, in addition to the best external advantages, a heart and an imagination within. As Vauvenargues expresses it,—

Pour avoir du goût, il faut avoir de l'âme.

The art of teaching music is making rapid strides in the right direction. The old methods, which aimed chiefly at the acquisition of a perfect but soulless *technique* by means of long and dreary practice and of finger tactics, are relentlessly condemned by all enlightened and able instructors, as tending to dwarf the mind and kill the spirit. In these days the most successful teachers are those who keep pace

with progress and know how to put vital interest into their subject, how to develop and train the musical susceptibilities of the students, and how to cultivate a love for the art and an intelligent discrimination with regard to it. Genuine interest and advancement in music go hand in hand, and both are measured by the pleasure and enjoyment taken in its study.

In order to give the pupils that broad and substantial musical culture which includes much more than the mere ability to play or sing mechanically, opportunities for their attendance upon concerts, recitals, oratorios and operas of a high order of merit have been eagerly sought for, and liberally granted to them. At a large number of fine performances the doors have been freely opened to them, and they have been everywhere received with considerate kindness and evident pleasure. For these favors, as well as for several excellent entertainments given in our own hall by musicians of great merit, we are under lasting obligations to the eminent artists, and to the societies, proprietors and managers, whose names are gratefully recorded in the list of acknowledgments.

But, while there is no lack of appreciation of these advantages nor want of demand for their increase, we should not lose sight of the fact, that the best and most efficacious theoretical and practical training in the art of the "accord of sweet sounds" is far from being all sufficient in itself to bring our graduates into close relations with people of character and re-

finement and secure for them a place among the better classes of society. For the accomplishment of this end, in addition to a certain degree of excellence in their profession, they require the stimulus of keen sensibilities and that peculiar power of a thoroughly developed and well-informed mind, which alone can vitalize and fructify all special attainments. Hence the study of music must ever be inseparable from that liberal general education, which insures intellectual poise and vigor, and which is the only substantial basis of a high art product. The need of a broad culture for a musician is universally acknowledged. The teacher or performer cannot be disembodied from the man, and the latter must be learned and many-sided. His outlook must be infinitely wider than the horizon of his practising room. It is absolutely necessary for him to be in touch with the scientific thought and familiar with all the social problems and moral movements of his time. He must possess a large fund of general information, and be able to talk intelligently and accurately on topics not connected with his profession. He must be versed in mathematics, in philosophy, in history and in what is best in literature, so that he may think precisely, judge correctly and decide wisely. The blind person who starts out with the idea, that music is all to him, and that it is a waste of time to quit the piano stool and devote a part of every day to other studies, will become a sad victim of monstrous onesidedness and a pitiable specimen of an artistic fool. Moreover, let it

be remembered, that those alone revel in all the delights of the art divine, who do not pass into them through the outer gate of emotional fancy and technical drill, but approach them through the intellectual door, which leads to their inner courts.

During the past year four new Knabe piano-fortes and several clarinets have been added to our collection of instruments, which is frequently replenished and enlarged.

There has been no change in the corps of resident instructors; but it is with deep regret, that I am obliged to report the retirement of Mr. George J. Parker, the well known tenor singer and artist, from the position of principal teacher in vocal music, which he occupied in our school during the last six years. Mr. Parker is a very great loss to us. Aside from the excellence of his work and the superior character of his methods of teaching, his connection with the institution has been very advantageous and exceedingly valuable in various other ways. He took a real interest in his pupils, and when occasion seemed to require it, he used his personal influence freely to promote the welfare of those among them who were in need of his help. Every year he gave a series of fine concerts in our hall, assisted by some of the distinguished members of his profession, who were willing to respond readily to his calls and volunteer their services. His extensive acquaintance among the leading musicians of Boston enabled him to bring to their notice the nature of the work of this estab-

lishment, and correct some of their mistaken views in regard to the capacities of our scholars. Mr. Parker's resignation was wholly due to the increasing demands on his time. Mr. George W. Want, a tenor singer who possesses a sweet voice, has been appointed to fill the vacancy.

Before taking leave of this topic, I deem it my duty to lay aside all personal considerations and indulge in a few remarks on the exact state of things in this department. The true interests of the school render it imperative that I should do so.

This department offers superior opportunities for the study and practice of music. Its new quarters are unsurpassed both in the amount of conveniences and the quality of accommodations. Its work is carried on by a corps of faithful and well-trained teachers, and its facilities for furnishing a thorough musical education are not equalled by those afforded in any kindred institution. Yet, with all these advantages, it is not nearly as strong and perfect as it should be. It lacks that directing power and enterprising spirit which are indispensable to steady progress. It is moving on languidly and not marching forward vigorously. The propelling force of enthusiasm is absent from it. Evidently it needs complete reorganization and reconstruction, otherwise it cannot keep abreast of the times. The staff of instructors should be strengthened by the addition of persons of undisputed ability and high professional attainments, who would infuse new life and energy into its composition.

Moreover, the girls' section of the music department should be entirely separated from that of the boys, and placed in charge of a musician of broad views, liberal education, executive ability, active temperament and acknowledged standing among the leading members of his calling. I am aware, that these changes and improvements will involve a still further increase of expense, and the latter is already very large; but I hope, that they will come to pass ere long, and that their execution will not be indefinitely deferred for want of the requisite means.

TUNING DEPARTMENT.

The wakeful bird

Sings darkling, and, in shadiest cover hid,

Tunes her nocturnal note.

— MILTON.

This department has opened a wide door to the activities of our graduates and enlarged the circle of their employments and profitable occupations.

Both in Europe and in this country the blind have proved, that they possess peculiar qualifications for tuning an instrument, endowed as they often are with the fine discernment and delicate ear and touch so needful in this work.

A large number of our graduates are engaged in this field of labor, and there is ample room for many more. Nor is there any danger of its being contracted or narrowed in the immediate future. On the contrary, there is a most promising prospect for its enlargement. As the country grows in prosperity,

and the study of music becomes more universal, and piano-fortes and organs are in more general use, there will be an increasing demand for competent tuners.

Tuning is an art in itself. The manual work required in its performance is calculated to render it healthful, and as it demands some mental application, there is much to interest and reward the laborers with the satisfaction of immediate results.

For the study of this art the institution affords unrivalled opportunities. Nothing seems to be wanting either in the arrangements for teaching or in the equipment of the department. Theory and practice go hand in hand. Thorough and systematic instruction is regularly given by persons of long experience and marked ability, and there is a sufficient supply of tools, models and mechanical appliances. The apprentices are provided with the necessary facilities for acquiring a knowledge of the construction of a piano-forte, and become familiar with the anatomy of its complicated action, through which the impulse of the finger on the key is transmitted to the vibrating strings. They also study the properties and effect of musical sounds, and are more or less acquainted with the laws of acoustics. Moreover, the great number of instruments, which belong to the establishment and are in constant use, enable the learners to apply their knowledge as fast as it is obtained.

Of the thirteen pupils who received instruction in tuning during the year, three graduated at its close.

The pianofortes of the public schools of Boston (which have increased from 128 to 161) are still intrusted to the care of our tuners, who have also a considerable amount of patronage from some of the best families of the city and of the suburban districts within a radius of ten miles.

The success of the graduates of this department is a convincing testimony to its practical value to those who complete the course of instruction therein given. In this are now included lessons on the tuning of reed organs by a special teacher.

Almost without exception, our graduates are doing well, and one of them, who has recently established himself in Worcester, has just been awarded the contract for tuning the pianofortes in the public schools of that city.

This department has been removed to its special section of the premises provided for the music department in the new building, where it now occupies eight rooms for the practice of tuning, and a large and commodious shop, 18 x 24 feet in dimension fitted up with all the necessary conveniences and furnished with the materials required for repairing. Its supply of models is to be largely increased by the addition of new ones. Steps have already been taken for the accomplishment of this purpose, and we shall soon have a complete set of models of the actions of all pianos made by the leading manufacturers of the country.

Several pianofortes for the practice of tuning have

been added to our stock of instruments during the year, including one new upright. The latter is much appreciated here, for it gives the learner a kind of training needful in his future work, but which is only imperfectly afforded to him, if his practice is confined exclusively to old and worn instruments.

DEPARTMENT OF MANUAL TRAINING.

No man is born into the world whose work
Is not born with him; there is always work
And tools to work withal, for those who will;
And blessed are the horny hands of toil. — LOWELL.

The experience of the officers of this institution has convinced them that manual training is an educational agency well adapted to practical ends, and also to the purpose of developing mental power and of preparing the way to useful occupation, which is "the armor of the soul."

If the main object of the school be to fit and equip the pupils for the activities of life, this end cannot be attained by developing the mind exclusively. For in most of the pursuits, in which men and women engage, the hand must often come to the assistance of the brain, and must be employed in practical uses for which skill is necessary. Even to the most intellectual among the pupils, the power over inanimate things which is gained by manipulation, together with a knowledge of the proper way to handle tools, will be of great advantage.

In view of these facts, manual training continues

to receive special attention in our school. It is classed among the prime factors of our system of education. Like physical culture, it is an integral part of our curriculum and not an annex to it.

Of all the educational systems of manual training sloyd seems to be the best and most suitable for our pupils. It is the thing which we have been seeking for a long time. It is the ladder which leads from the elementary manipulations and simple exercises devised by Froebel and his disciples up to technical skill and mechanical dexterity. Its claims of superiority are firmly established by actual experience and not merely by *a priori* reasoning. Its chief purpose is not to produce useful articles of carpentry and joinery, but to educe the latent aptitudes of the learners and to form human beings of higher usefulness and greater potentialities. It is the kindergarten keeping pace with the physical, mental and moral needs as they are unfolded in the growth of the children. It fosters a love of labor and an appreciation of industry and persistence. It promotes self reliance, and creates respect for honest bodily toil. It instils a taste for work in general. It develops the sense of order, exactness, precision, cleanliness and economy, and promotes general dexterity. It cultivates perseverance and the power of concentration, and trains the perceptive, analytical, constructive and inventive faculties. Lastly, it strengthens the body and nurtures the æsthetic sense.

Sloyd accomplishes all these things more effectually

ally than any other system of manual training, because it aims to interest the pupil, adapting the exercises to his mental and physical ability by means of careful methodical progression, and producing a useful article as the result of the work.

During the past twelve months several needful improvements have been made in this branch of manual training. Suitable rooms supplied with the requisite appliances have been provided, the series of models arranged by Mr. Gustaf Larrson has been increased by new additions, and the pupils have been carefully trained in the use of tools and in making various articles of common use. Mr. J. H. Trybom proved to be a very successful teacher; but as the necessities of our school seemed to require more time than he could spare from other engagements and devote to our work, at the end of the term we did not deem it best to renew our agreement for the ensuing year. The vacancy thus created was filled by the appointment of Miss Sölvi Greve, a former pupil of Mr. Larrson and an instructor of ability and experience.

In addition to sloyd a regular course of technical training has been pursued, and both boys and girls have been required to spend a part of their time each day in their respective work-rooms, and receive instruction in such simple mechanic arts and manual occupations or domestic employments as will be of benefit to them in practical life and enable them to become useful members of their own families and of the communities to which they belong.



M. C. Moulton.

The corps of teachers in this department remains substantially the same, except for the change noted above, namely, the substitution of Miss Greve for Mr. Trybom as sloyd instructor. Mr. John H. Wright is still occupying the responsible position, which he has held during the past twenty years and has filled with diligence and discretion. He is ever ready to lend a helping hand in all emergencies and to render efficient service. Mr. Julian H. Mabey, who has been employed in the boys' workshop since my return from Europe, proves to be a valuable assistant in more ways than one.

MISS MARIA C. MOULTON.

Oh, what a glory doth this world put on
 For him who, with a fervent heart, goes forth
 Under the bright and glorious sky, and looks
 On duties well performed, and days well spent!

—LONGFELLOW.

At the close of the last school term our beloved and revered matron, Miss Maria C. Moulton, feeling the arduousness of her labors and the lack of sufficient strength to carry them on, expressed an earnest desire to resign the office, which she had held for nearly forty years, fulfilling its requirements with rare ability, uncommon dignity, consummate tact and exemplary disinterestedness and devotion.

On being informed of her intention, your board did not entertain for a moment the idea of the severance of her relations with the institution, but de-

cided at once by a unanimous vote to grant her leave of absence for one year and relieve her from all care and responsibility. I requested her to comply with your wishes,—which she did in her usual graceful way,—and, acting under your authority, I appointed Miss Persis N. Andrews of North Paris, Maine, to fill her place during the ensuing school year.

In reporting briefly the facts connected with the matron and her office, I cannot refrain from adding a few personal remarks with regard to the honored incumbent of the position,—a position which she has held for such a long period of time. The opportunity of giving a brief estimate both of the woman and of the nature of her services to the cause of the blind presents itself unsolicited, and I avail myself of it gladly. If any apology for my doing so be needed on the score of propriety, let me say, that a warm tribute of praise is justly due to our friend, and that the present is the best and most suitable time to pay it. While the silver cord still holds, we must not keep silent nor be scant in our testimony to her goodness and the perfection of her character.

Miss Moulton is a *rara avis*. She is in every inch a noble woman. Judged by the fruits of her work and by her gentle yet unvarying firmness and the commanding force of her hold upon those around her, she is a born leader and an ideal matron. She is singularly modest and unassuming. Humility is one of the most precious jewels in the diadem of her virtues.

But she is constant as the northern star,
Of whose true-fixed and resting quality
There is no fellow in the firmament.

She possesses marked natural abilities, and her attainments, though not extraordinary, indicate the richness of the soil in which they have grown; but her most remarkable endowment does not consist of any special intellectual distinction, any imaginative force or originality of mind, but of a character, which unites in itself the rarest gentleness and the sternest sense of duty and resolve to perform it. She is the embodiment of what is best and choicest in the Puritan type. Her gracious manners mask an iron will. Underneath her sweetness and gentleness is the rock of firmness. Behind her mildness and patience rises a tower of unyielding strength and decision. The following words taken from an inscription on Baron Stein's tomb, and slightly altered, may be applied to her case with peculiar fitness:—

Her nay is nay without recall;
Her yea is yea and powerful all.
She gives her yea with careful heed,
Her thoughts and words are well agreed.

The sense of duty is the very crown of Miss Moulton's life, and the motive power in her actions. It is the "cement that binds her whole moral edifice together." It is the regal and commanding element in her character, which gives it unity, compactness and vigor. When she sees her duty before her, she does it at all hazards and with inflexible integrity.

The question "right or wrong" once decided in her mind, the right is followed, no matter what the sacrifice and difficulty may be,—neither expediency nor inclination weighing one jot in the balances. She always has the moral courage to seek and speak the truth, to be just and direct, and to do her duty.

Her armor is her honest thought,
And simple truth her utmost skill.

Her love of veracity and uprightness amounts to a passion. With her the summit of being is truth, and the application of it to affairs is justice. She takes no thought for aught save right and truth and love. In her estimation,—

There is nothing so kingly as kindness,
And nothing so royal as truth.

Rigidly conscientious, she is at the same time marvellously considerate and delicate in all the relations of life. Conscience is a supreme sovereign in her moral court. To her the "still small voice," which whispers within, is of imperative import and of wondrous melody. It is the oracle of heaven and the "chamber of justice." It is the regulating and controlling influence of her existence. It stimulates her and sets her upon her feet, while her will holds her upright. It is a spark of celestial fire, which she keeps alive in her pure breast, and which enables her to "sit in the centre and enjoy bright day." It is a "strong siding champion" that ever attends her virtuous mind in its walks.

Miss Moulton became matron of this institution January 1st 1853, and her appointment may be said to have dated a new epoch in the management of its domestic affairs. She was peculiarly adapted both by temperament and training to fill the position of lady of the house and make it what it should be. No sooner had she entered the field of her labors than she began to sow the seed of reform and improvement. Her zeal for bringing about a new order of things knew no bounds. It was not merely her time and her honest endeavor that she gave to the service of the establishment; it was herself. She put her whole soul and heart into her work, and in the discharge of the multiform duties of her office, she showed method, accuracy, power of organization and of maintaining discipline, economy, industry, knowledge of human nature, and capacity for adapting means to ends. She strove to ameliorate the condition of the household and render it an ideal one. Her influence, gentle and unobtrusive, seemed to pervade the whole establishment like air and sunshine streaming in at an open window. She devoted her energies to a constant study of how best to elevate the moral tone of the school, to purify and ennoble the lives of the inmates, and to provide comfort and permanent help for those committed to her charge. She proved herself equal to any emergency. Wise in counsel, efficient in action, always prompt, high-minded and cheerful, never despondent nor languid, she has been a steady power in the administration of

the institution and a perpetual fountain of hope and inspiration to her associates and subordinates.

Miss Moulton's services have been long, arduous and fruitful, and her sacrifices loving, unostentatious and cordial. Her efforts have been entirely disassociated from any desire for profit or personal recognition. Her fealty to the institution has ever been far above all other considerations, while her relations with its great founder and director, Dr. Howe, were those of mutual esteem and affectionate regard and appreciation. She believed in him implicitly and entertained a deep respect and admiration for him. Doubtless their views differed at times. They could not be in accord always. Yet whenever she ascertained that he was positive in his convictions and determined in the execution of his plans, she carried these out scrupulously even to the minutest detail. Her course was clear and straight, and she followed it religiously. She never dreamed of changing it by indirect means, or of deviating from it by taking advantage of his absence or of other circumstances. Ambitious schemers, or small souls and narrow minds, who, for the sake of riding their petty hobbies do not hesitate to jeopardize common honesty, resort to such practices; but she abhors them, and looks upon them with contempt. Loyalty is the essence of her moral and mental constitution. It is the motto of her life and the guide of her actions. More sacredly than any other of Dr. Howe's coworkers does she cherish his memory and preserve in her heart the

record of a noble life fragrant with uses and filled with those actions of the just, which —

Smell sweet and blossom in the dust.

Miss Moulton's considerate kindness and delicate regard for those around her render her extremely dear to all. She is solicitous for the comfort and convenience of every one except herself. She is thoroughly refined from all base dross of devotedness to herself or to her own interests. She never seems to think, feel or act from a selfish motive. Her words are so full of love and concern for others, of affection and sympathy, of ripe experience and mellow wisdom, that her listeners are constantly gathering up and storing away perennial blossoms of thoughtfulness and generosity, of self-forgetfulness and consecration to duty, of truth and reverence. Her sitting-room is considered by the inmates of the institution as the most attractive spot in the whole house. It is not only what she says and does that inclines footsteps to her door; it is chiefly what she *is*. Those who once experience that subtle penetrating sweetness feel that they must return to bask in it again and again.

In the rare combination of high personal qualities and moral worth, which belong to Miss Moulton, we find the secret of her marvellous success, as well as of the universal love and esteem with which she is regarded by those who know her. She is in the highest sense a lady — a true

Woman to whom rare gifts are lent—
 But womanhood first of all;
 And that so strong she is content
 By that to stand, or fall!

Her womanhood is her greatest power. Naturally genial, courteous, urbane and candid, the exacting demands of her work and the peculiar requirements of her position helped to bring these characteristics to unusual perfection. Herein also lies another factor which has contributed not a little to the good name of the institution. The friends and relatives of the pupils could not converse with her even for a few minutes without feeling, that this kindly sympathetic person was one to whom the care of their children might safely be intrusted.

These virtues fitted Miss Moulton in an eminent degree to be the head of a large family. The members of our household one and all have been privileged and beyond measure blessed in having a worthy chief and helper of that apostolic order, who are eyes to the blind, ears to the deaf, comfort to the distressed and joy to the sorrowful. What matters it if she is not widely known to the world?

The sweetest lives are those to duty wed,
 Whose deeds both great and small,
 Are close-knit strands of an unbroken thread
 Where love ennobles all.
 The world may sound no trumpets, ring no bells.
 The book of life the shining record tells.

Miss Moulton's career has been truly remarkable.

Her work ever done from her heart and in the love flowing from it and never perfunctorily, is so conspicuous in its thoroughness and completeness, that it needs no commendation and explanation. It speaks eloquently for itself. It also tells the story of the quality of her achievements and of the value of her services, and determines her position in the ranks of the benefactors of the blind. There she holds a place next to that of the illustrious founder and organizer of the institution, and her right to remain permanently in this position is incontestable. In mentioning her name either in writing or in conversation, Dr. Howe often called her "Saint Moulton." There are few persons to whom this title is more applicable than it is to her. She certainly stands among the saints, and her example will continue to work miracles in the souls of others. She is a perpetual spring of goodness and benevolence and faith and self-denial. To use Byron's words, she —

Stands like the sun, and all which rolls around
Drinks life and light and glory from her aspect.

The very thought of her will enrich our lives. She has raised the standard of noble and true existence. She has made virtue and self-control and modesty and cheerful obedience more possible for those who came in contact with her. The beauty of her character has pierced to the centre of all shams and petty weaknesses, and it will still continue to help many to overthrow their false gods. Her life is like a track of

light. Her example is an inspiration. In her presence her associates and subordinates learn to respect themselves, to admire justice, to honor dignity, to love purity, to worship truth, to value humility and to appreciate self-sacrifice. She gave moral tone to her co-workers and elevated all their aspirations. Hers is —

The saintly calm that wears the crown
Of grateful hearts and helpful years,
That shames poor ambitions down,
And lifts from passions and from fears;
That gently softens into tune
The discords of our jarring ways,
And mingles with the verduous June
The ripeness of October days.

Who can know her and not be helped by the pattern she has set of how to live by the things of the spirit?

Though not in active service for the present, Miss Moulton is still with us, an adviser and dear friend whom we love and cherish, and whom we cannot spare from our councils, our daily life and our affections.

THE BRAIN OF LAURA BRIDGMAN.

The brain contains ten thousand cells,
In each some active fancy dwells.

— PRIOR.

In the fifty-ninth report of this institution was published an abstract of a paper by Henry H. Donaldson, Ph.D., entitled "Anatomical observations on the

brain and several sense-organs of the blind deaf-mute, Laura Dewey Bridgman." A second paper, recording the results of further study, has been published by Dr. Donaldson in the "American Journal of Psychology," from which he has kindly furnished the following abstract for this report :—

The examination of the thickness of the cerebral cortex may be summarized as follows :

1. *General.*

1. No final figures can be given for the average thickness of the fresh normal cortex. The various investigators differ widely in their results. My own results agree most closely with those of Jensen.

2. Persons with an acquired defect of the central nervous system have a thinner cortex than normal persons.

3. Females have a slightly thinner cortex than males. Difference less than one per cent.

4. The right hemisphere (normally) has a cortex slightly less thick than the left. Maximum difference seven per cent.

2. *Special.*

1. The cortex of Laura Bridgman was abnormally thin, having but eighty-nine per cent. of the thickness of that of the controls. If we suppose that in its other dimensions the cortex was similarly reduced in development, *i.e.*, by eleven per cent. in each linear measurement, then its normal extent might have been 246,808 sq. mm., instead of 200,202.5 sq. mm., as found. This estimate is similar to some of those made by the Italian observers, Calori and De Regibus.

2. The right hemisphere had on the average the thinner cortex, especially to be associated with the defective visual area.

3. The thinning in the motor areas was not so well marked as in the areas for the defective senses.

4. The cortex of motor speech centre was not thin.

5. The cortex of the area for dermal sensations was well developed.

6. The auditory areas on both sides and visual area on right side were remarkably thin.

7. The area for taste and smell was thin. This is associated with the generally undeveloped state of the temporal lobe.

3. *Histological.*

1. The cortex of Laura Bridgman contained an abnormally small number of large nerve cells — *i.e.*, cells 12 μ or more in transverse basal diameter.

2. There were fewer nerve cells in the samples from the right than in those from the left hemisphere.

3. The deficiency of nerve cells was not so well marked in the motor as in the sensory areas.

4. In the centre for motor speech the number of nerve cells was abnormally small.

5. The number of nerve cells was very small in the auditory areas, both sides, and in the visual area on the right side.

6. Some diminution in the number of cells existed in the area for taste and smell. The region was generally undeveloped.

7. The small number of cells was associated with small size of the largest cells.

The persistence of vision, though in a very defective form, was of great importance to the full development of the visual cortex, *e.g.*, right eye and left visual area, in Laura.

The examination of the olfactory mucous membrane led Dr. Getchell to the following results :—

1. The ethmoid bone and the mucous membrane covering it have suffered from inflammatory disease, which partially affected the left side. 2. This disease resulted in an excessive production

of connective tissue, and in one area, the left superior meatus, there had been formed a fibrous tumor. The epithelium was generally and considerably diseased. The nerves contained an excess of connective tissue, but were otherwise normal. 3. When two years old Laura had scarlet-fever, which left her anosmic and with severe nasal catarrh. She partially recovered from both these conditions. 4. The anosmia was due to the occlusion of the left olfactory area by the union of the mucous membrane of the septum with that of the superior turbinated body, and also to the action of the inflamed mucous membrane upon the nerves of the right olfactory region. Partial recovery resulted from subsidence of this inflammation.

Dr. W. S. Bryant made the examination of the petrous bones. He states that nothing pathological could be definitely made out in either the cochleas or semi-circular canals. As the original preservation of the specimens had been in Müller's fluid only, they were not in the best condition for a fine histological examination.

As the case stands, the inflammation of the middle ear was the occasion of the deafness. The authorities on the subject state that absolute deafness does not follow disease of the middle ear alone. Therefore there is something here to be explained by further investigation.

The examination of the cranial nerves ("The size of several cranial nerves in man, as indicated by the areas of their cross sections," reprinted by the "American Journal of Psychology," Vol. IV., No. 2, December, 1891, pp. 224-229) showed that the olfactory bulbs and tracts are small; that the optic nerves—especially the left optic—are very small; and that the third nerves are normal in size.

Taking advantage of the fact that the thickness of the cortex in the occipital region was different on the two sides of the brain, a study of the extent of the thin cortex on the right side was made, with the purpose of defining the extent of the visual area (on the extent of the visual cortex in man, as deduced from the

study of Laura Bridgman's brain, the "American Journal of Psychology," Vol. IV., No. 4, August, 1892).

Without giving the boundaries in technical terms, it can be said that the cuneus, part of the lingual gyrus, the occipital pole and the region of the angular gyrus are all involved, and that the area thus marked out coincides remarkably with that determined by the method of cortical lesions as figured by Gowers, for example.

5. *Conclusion.*

From these fragmentary observations, which leave so many points connected with this special case still undecided, it will be advantageous to construct some sort of general picture.

The anatomical condition was that of a normal brain, in which the olfactory bulbs and nerves, the optic nerves, the auditory nerves, and possibly the glossopharyngeal, had all been more or less destroyed at their peripheral ends. This destruction caused a degeneration, most marked in the optic nerves, which extended towards the centres and involved them indirectly. This condition has left its mark more or less plainly on the whole brain, as indicated by the extent and thickness of the cerebral cortex, and especially by the cortex connected with these deficient sensory nerves. The physiological effect of the peripheral lesions, as I conceive it, was to retard growth in the centres, cortical and sub-cortical, which were thus involved, and also to interfere with, if not entirely prevent, the formation of some of the association tracts.

To be sure, this case represents a maximum loss in these defective senses with a minimum amount of central disturbance, thus offering the very best sort of opportunity for education by way of the surviving senses. At the same time, we must imagine the hemispheres to have been traversed in every direction by partly or completely closed pathways. The brain was simpler than that of a normal person, and Laura was shut off from those cross references between her several senses, which usually so facilitate the acquisition of information and the process of thought. Mental

association was for her limited to various phases of the dermal sensations and the minor and imperfect senses of taste and smell. Yet, from their fundamental and protean character, the dermal senses are perhaps the only ones on which alone the intellect could have lived. We are thus brought back to Sanford's conclusion, as derived from the study of her writings: "She was eccentric, not defective. She lacked certain data of thought, but not in a very marked way, the power to use what data she had."

One word more upon the cortex. The deficiency in the motor speech centre is mainly macroscopic, as far as the third frontal gyrus is concerned. The motor centre there has lost some, but not all, of its associative connections. Histologically it was slightly deficient. The lesion there was so different from that of the sensory centres that a histological difference ought not, perhaps, to be surprising. The cortex of the sensory centres was not sunken below the surrounding level, though the gyri were slender and flattened. Possibly in this sinking in a motor area and the absence of the same in the sensory areas we have a suggestive difference in the reaction of the several portions of the cortex.

Finally, the deficiency was not so very great, even in those areas where it was most marked; and the question arises as to what sort of occupation the cells in those areas had, which would thus justify their prolonged existence. If they were thrown entirely out of function, it is not easy to see how they could last so well for nearly sixty years. In some way, then, they may have taken a slight part in the cerebral activity, but it was so slight that their specific reactions did not rise into consciousness; for, though Laura had some light perception up to her eighth year, she apparently had no visual memories, whereas those who have retained full vision up to four and a half or five years of age, and then become blind, do usually remember in terms of vision.

All which is respectfully submitted by

M. ANAGNOS.

MISS MARY CROCKER PADDOCK.

During the past year, there were laid away to rest the mortal remains of one of the most remarkable and disinterested women ever connected with the Perkins Institution. This is a strong statement, for the teachers and employes here have ever been noted for their ability and unselfish spirit. No one who knew Mary Crocker Paddock, no one who knew and understood her, could fail to admire her many noble traits of character — her sterling integrity and devotion to principle, her enthusiasm, zeal and energy, her great quickness and tireless activity, her strong affection for her friends and life-long devotion to them and to their interests. "A strong, true, New England soul," she was indeed, and in spite of her beauty of person, or rather perhaps, lending piquancy to it, a certain quaint and delightful flavor of old New England characterized her and her ways.

Many and faithful were her years of service at the institution as teacher, companion to Laura Bridgman, amanuensis to Dr. Howe, and in later years, as matron in one of the cottages.

Entering the institution as a young woman of little more than twenty years of age, she soon learned to look up to the honored head of the establishment with deep and affectionate devotion. When, many years later, age, illness and suffering began to weigh upon her friend and benefactor, Miss Paddock, then still in the prime of life, health, and strength, became his devoted nurse and companion, thus endearing herself more than ever to his family, and earning their deepest gratitude, their warmest affection.

She possessed a remarkable memory, and her stories of Dr. Howe, and the early days of the institution, were extremely vivid, and told in a graphic and delightful way, that

cannot alas! be reproduced on paper. The writer of this sketch, together with her sister, Mrs. Maud Howe Elliott, were fortunately able to avail themselves of many of Miss Paddock's most interesting reminiscences for their forthcoming work on Laura Bridgman. From among them, the following may be quoted.

Miss Paddock's First Meeting with Dr. Howe.

In the year 1835, Dr. Howe gave a lecture on the education of the blind before the "American Institute of Instruction," an association which corresponded to what is now called a teachers' convention. At the close of his address, he invited those present to visit the institution. Among those of his hearers who accepted the invitation was a girl of fourteen who had come from her home in East Dennis, Cape Cod, to visit Boston. In speaking of Dr. Howe as he appeared at this meeting, Miss Paddock said fifty-five years later, "I was much struck by his manner and voice. His manner was quiet, and yet it impressed one. He was very handsome." When she visited the school, which was then on Pearl street, she was struck most of all by the fact that the scholars were made to *think*. Ten or twelve years after this time, she entered the institution as a teacher. Of the condition of the pupils at that time we give the following account.

In the early days of the institution, pupils came who did not know how to dress themselves, and to whom it was a great hardship to go out to walk, as they were little accustomed to use their muscles. Some of these were grown women. Delilah Hall, from Bangor, Maine, came to the institution at eighteen years of age. She had been kept in an attic, and sat in a rocking-chair, her parents (it was reported) being ashamed to have it known that they had a

blind child. She was very unsteady on her feet — her hands and feet were like an infant's from want of use. She had, however, a finely shaped head, the best in the institution. The poor girl had great difficulty in learning to dress herself. "I wish my stockings were in heaven," said she—so much trouble did she have in putting them on. It seemed as if her very bones, or perhaps only her muscles, were soft from want of exercise. She had also a defect in her palate, which made her talk very indistinctly. She learned, however, to read well.

Silea Church was another quaint individual, who looked awkward and uncouth enough, but had perseverance and some mental capacity. She was of a highly nervous temperament. When she came to the institution she brought a little clay pipe in her pocket, which she had been accustomed to smoke. She was then in her teens. She had to be watched somewhat lest she should smoke. She had a habit of making figures out of pieces of wood, by chewing them with her teeth! Miss Paddock thought, in later years, that Silea might perhaps have become a sculptor, with proper training. Miss Paddock herself was very young at this time, however, (it was when she first came to the institution) and her only thought was to carry out the general idea of making the blind like other people. Hence she discouraged Silea's gnawing and image-making propensities.

About this time Dr. Howe had been making quite a commotion in the public schools, by criticising their methods, etc. A committee of gentlemen visited the institution, no doubt to see whether they could find any flaws in the work done or the methods employed there. Miss Paddock's arithmetic class was called up, and asked to recite the lesson they had recited that morning. It was on interest and discount. The examiner pitched upon Silea, among others, to answer

his questions, because she looked so unpromising. Silea was all wrought up; the matter had not been quite clear to her in the morning, but her excitement, and the questions put to her, made it all plain, and she answered satisfactorily. "Well," said the examiner, "I don't care how they stand in these higher branches, I want to see how they stand in first principles." With that, he went back and questioned the scholars on numeration, etc, etc. The class had been reviewing recently, however, and he could not shake them there. The verdict of the committee was that there was not one pupil in ten in the public schools who could explain these matters so clearly. "You'd better say there is not one teacher in ten," quoth another member of the committee, and so the matter ended, to the credit of the institution, Miss Paddock, and Silea.

Silea thought it was very hard to have to go out to walk, so Miss Paddock said she herself would lead her, since the leaders were not satisfactory to Silea. It seems strange to us now to recall this condition of things, which is plainly indicated in Dr. Howe's reports; but Miss Paddock's realistic account, giving facts and details, shows us how different was the status of the blind at that time, and points out the immense improvement which education has made in their condition. In those days they were willing to learn to read, because they did not want to be thought fools, but they objected to walking in the street. They did not think it ought to be expected of them as they were blind. In the same way they did not think that they ought to take care of their rooms, or do any work, because they were blind. Miss Paddock dragged out Silea, who had never been to walk in the streets before. She made herself as heavy as lead and hung back. The energetic leader would allow the girl to stop when the latter declared that she could go no further. Then

presently Miss Paddock would say, "now start out, the left foot before the right." And so the pupils were gradually accustomed to walk and to work, and to strengthen those flabby unused muscles.

Professor Guyot came to this country to lecture, before the publication of his work on geography—at least before the English version of it had been produced. Miss Paddock had read the reports of his lectures in the newspapers, and applied them in her lessons to her blind pupils. The Professor himself happened to visit the institution, and this particular class, while the children were having a lesson in physical geography, on the globe. Miss Paddock did not recognize the distinguished visitor, as she was unfamiliar with the pronunciation of French and had imagined his name to be GUYOTTE. She therefore innocently proceeded with hearing the lesson. Professor Guyot was much surprised and pleased to find that the blind pupils had so good a notion of the earth's surface—of the ranges of mountains, directions of the rivers, elevations and depressions, etc. He said to Professor Felton, afterwards president of Harvard University, who was with him, "I do not think that even in the universities, the young men have as correct an idea of the earth's surface, as these blind scholars have!"

Mrs. Maud Howe Elliott, in a warm and affectionate tribute to the subject of this sketch thus describes her.

Miss Paddock was a woman of a rare and interesting character. She showed an unselfish devotion for the friend to whose service she devoted the greater part of her life. His children remember her with a profound affection and gratitude. Her small, energetic figure, elastic, tireless, swift of foot, deft of hand, her finely modelled head with its wealth of rich auburn hair, her fresh face with its regular features and kindled brown eyes, her cheery ringing voice, are all indelibly impressed upon their memory.

She is one of the foremost figures in the memory book of "lang syne," and when its pages are turned back to the old days at Green Peace and Lawton's Valley, her face looks out from many a leaf.

The many labors of her long, useful and cheerful life are now over. But its lesson of hope, energy and cheer remains with us, and the thought of her who has gone from our midst nerves us to do, to dare, to bear, and still to enjoy. For like the general, whose devoted lieutenant she was, her life motto was

Laborare est orare.

To labor is to pray.

FLORENCE HOWE HALL.

LIST OF PUPILS.

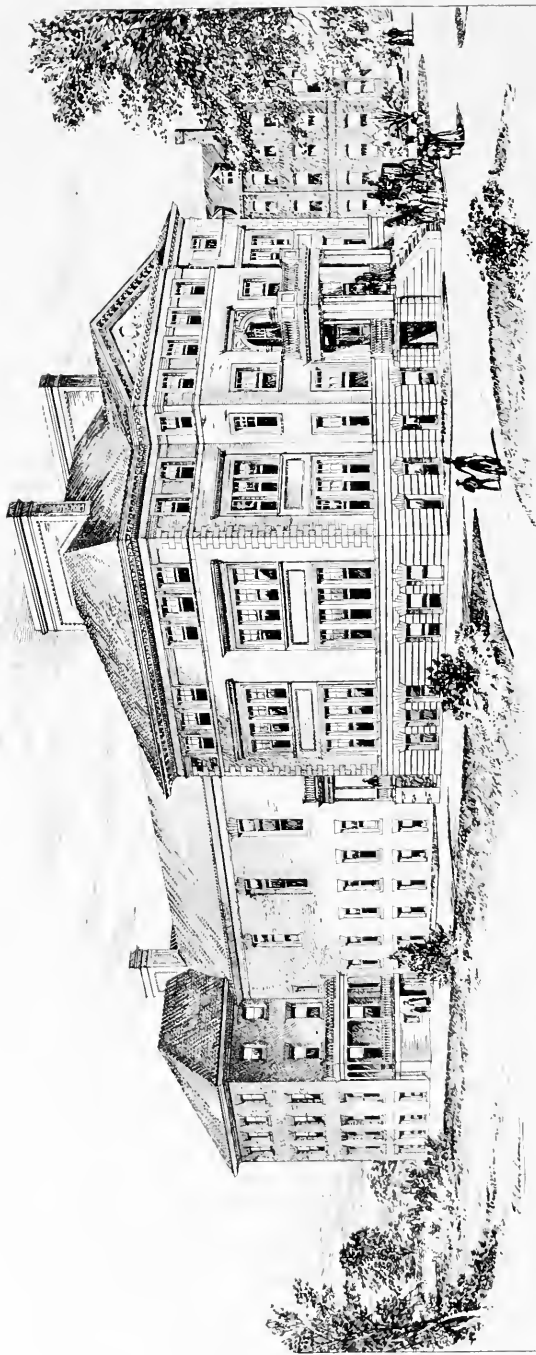
| | |
|-------------------------|-----------------------|
| Bannon, Alice M. | Knowlton, Etta F. |
| Barrows, Estella E. | Lord, Amadée. |
| Boyle, Matilda J. | Lowe, Daisy L. |
| Brecker, Virginia R. | McCarthy, Margaret E. |
| Brodie, Mary. | Morgan, Clara. |
| Brown, Grace L. | Morse, Maria T. |
| Carr, Emma L. | Murphy, Maria J. |
| Case, Laura B. | Murtha, Mary Ann. |
| Caulfield, Elizabeth E. | Neff, Calla A. |
| Clark, M. Eva. | Nickles, Harriet A. |
| Delesdernier, Corinne. | Noble, Annie K. |
| DeLong, Mabel. | Norris, Hattie E. |
| Dover, Isabella. | Ousley, Emma. |
| Duggan, Katie J. | Park, Mary S. |
| Emory, Gertrude E. | Perry, Ellen. |
| Eylward, Josephine. | Ramsdell, Harriet M. |
| Flaherty, Margaret. | Reed, Nellie Edna. |
| Fogarty, Margaret M. | Rich, Lottie B. |
| Foss, Jennie. | Ricker, Annie S. |
| French, Mattie E. | Risser, Mary A. |
| Higgins, Mary L. | Rock, Ellen L. |
| Hoisington, Mary H. | Roeske, Julia M. B. |
| Howard, Lily B. | Smith, Florence G. |
| Joslyn, Edna A. | Snow, Alberta M. |
| Keller, Helen A. | Snow, Grace Ella. |
| Kent, Bessie Eva. | Thomas, Edith M. |
| Keyes, Teresa J. | Tierney, Mary E. |

- | | |
|----------------------|------------------------|
| Tisdale, Mattie G. | Girard, R. George. |
| Tomlinson, Sarah E. | Gosselin, Wilfred. |
| Walcott, Etta A. | Harmon, Everett M. |
| Warrener, Louisa. | Heath, William Edward. |
| Welfoot, Florence E. | Henley, John. |
| West, Rose A. | Hill, Henry. |
| Wilbur, Carrie M. | Hogan, George H. |
| Wilson, Eva C. | Ingalls, Jesse A. |
| Andrews, Wallace E. | Irving, Frederick. |
| Baker, Frank G. | Jackson, Clarence A. |
| Backman, J. Victor. | Jennings, Harry A. |
| Beckman, J. Arthur. | Kenyon, Harry C. |
| Black, Charles. | Kerner, Isaac. |
| Bond, Samuel C. | Lamar, Charles. |
| Bond, William H. | Lester, James. |
| Brinn, Frederick C. | Leutz, Theodore C. |
| Burke, Henry G. | Lynch, William. |
| Burnham, John N. | Madsen, John. |
| Campbell, Joseph G. | Mannix, Lawrence P. |
| Carney, Frederick. | McCarthy, Daniel. |
| Clare, John J. | Meagher, William H. |
| Clark, Frank A. | Messer, William. |
| Clark, J. Everett. | Miles, Henry R. W. |
| Clennan, William T. | Miller, Reuel E. |
| Cobb, Charles H. | Minor, John F. |
| Coffey, James. | Mozealous, Harry E. |
| Corliss, Albert F. | Muldoon, Fred. J. |
| Davis, James S. | Newton, Wesley E. |
| Dayton, Reuben G. | O'Brien, Francis J. L. |
| Devlin, Neil J. | O'Connell, John P. |
| Dutra, Joseph J. | Pickering, Jesse E. |
| Ellis, William C. | Putnam, Herbert A. |
| Farrell, John. | Rasmussen, Peter A. |
| Forrester, Charles. | Reynolds, Henry L. |
| Giesler, John H. | Riley, Frank Edward. |

Robair, Charles.
Rochford, Thomas.
Sabins, Weston G.
Sherman, Frank C.
Smalley, Frank H.
Smith, Eugene S.
Strout, Herbert A.
Sullivan, Michael.
Tatiyopa, Edward.
Tracy, Merle Elliott.

Trask, Willis E.
Tucker, Henry R.
Tumblety, Michael.
Walsh, Joseph.
Warburton, John H.
Washington, George.
Weaver, Frank V.
White, Richard.
Wrinn, Owen E.

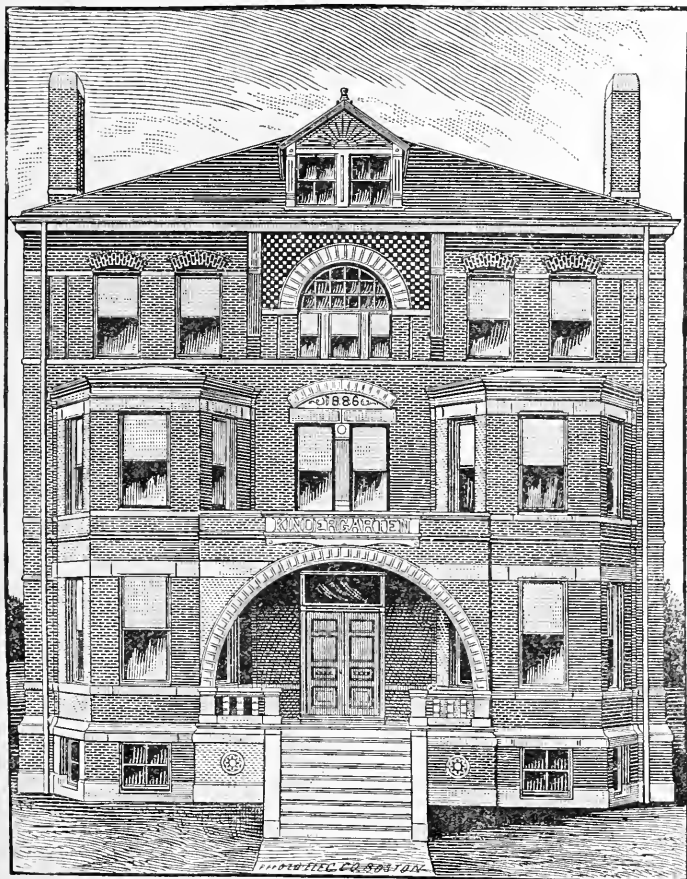




MAIN BUILDING OF THE KINDERGARTEN FOR THE BLIND. (See page 134.)

SIXTH ANNUAL REPORT
OF THE
KINDERGARTEN FOR THE BLIND

SEPTEMBER 30, 1892



BOSTON
PRESS OF GEO. H. ELLIS
1893



Kommt, laßt uns den Kindern leben.

FRIEDRICH FROEBEL.

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1892-93.

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JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary,*

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DIRECTOR.

M. ANAGNOS.

ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

| | |
|--|--|
| Miss ISABEL GREELEY, <i>Matron.</i> | Miss FANNY L. JOHNSON, <i>Kindergartner.</i> |
| Mrs. J. M. HILL, " | Mrs. SARAH J. DAVIDSON, " |
| Miss NETTIE B. VOSE, <i>Assistant.</i> | Miss L. HENRIETTA STRATTON, " |
| Miss CORNELIA M. LORING, <i>Assistant.</i> | Miss ELEANOR MCGEE, " |
| Miss EFFIE J. THAYER, <i>Teacher.</i> | Miss ELFIE M. FAIRBANKS, <i>Music Teacher.</i> |
| Miss LAURA A. BROWN, <i>Teacher.</i> | Miss C. C. ROESKE, <i>Music Teacher.</i> |

ESTABLISHMENT OF THE KINDERGARTEN.

On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act was passed by the legislature, March 15, 1887:—

Commonwealth of Massachusetts.

In the year one thousand eight hundred and eighty-seven.

AN ACT.

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows:—

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

HOUSE OF REPRESENTATIVES, March 14, 1887.

Passed to be enacted.

CHAS. J. NOYES, *Speaker*.

IN SENATE, March 15, 1887.

Passed to be enacted.

HALSEY J. BOARDMAN, *President*.

MARCH 15, 1887.

Approved.

OLIVER AMES.

SECRETARY'S DEPARTMENT, BOSTON, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,

Secretary of the Commonwealth.

KINDERGARTEN FOR THE BLIND.

REPORT OF THE TRUSTEES.

To the Members of the Corporation.

GENTLEMEN AND LADIES:—We have the honor to present the sixth annual report of the Kindergarten for the Blind for the year ending Sept. 30, 1892.

The kindergarten more and more reveals itself as an essential department of our system. There are capacities of infancy and early childhood, which, if not developed then, cannot afterward be made to do their best work. While thoughts and concrete conceptions can best be memorized at a later period, the memory for words, facts and details, which are to furnish the materials for thought and knowledge, is most receptive and retentive when the child first becomes a subject for instruction, and, if not cultivated then, is apt to be defective and treacherous. Then, too, if with seeing, even more with blind children continuity of method in mental training is of prime importance. The seeing child passes through an unbroken series of classes and schools, from four or five years of age to sixteen, twenty or twenty-five, each

stage being so arranged as to be preparatory to the next succeeding it. But, whatever home training the blind child may have, it bears no relation to that of our parent institution, which he enters with an unfitness that must be overcome before he can derive much positive benefit from its instruction. This is the case even under the most favorable circumstances; much more so in families of straitened means, where educational advantages are entirely out of the question.

There is equal need of the kindergarten on moral grounds. Those only who have been conversant with seminaries of education are aware how early character is so far formed, for good or for evil, as to be impregnable to the strongest influences of an opposite type. Of the boys who are said to be ruined at school or college, almost all leave their homes more than half ruined. At the age when a child can be admitted to our South Boston school, there are already formed habits of mind and feeling, if not of conduct, which need change and yet resist it. In families where everything else is as it should be, a blind boy or girl is almost inevitably indulged to excess, and is thus an unapt subject for our discipline, which — always kind indeed — must be regular and exact, in order to be safely kind. Then there are many homes in which a blind child cannot be sheltered from evil, which may come in through the gates of sense that are unclosed, and which only takes a stronger hold upon the imagination and the

memory because not dissipated by ever fresh and vivid impressions through the sense of sight.

We thus have reason to regard the kindergarten as giving certain presage of a higher grade of scholarship and character in the parent institution, when its classes shall be largely recruited from those who have passed through the preparatory course. We therefore are doubly glad to find that there is an increasing number of applications for admission to the kindergarten, and we trust that the time may not be far distant when this will be regarded as the normal route by which pupils will be expected to pass into the more advanced school. But in saying this we rely upon the munificence of the men and women of Massachusetts, who have never yet failed to meet the demands made upon them by human infirmity and need. We would say emphatically "of Massachusetts," for this is by no means a Boston institution, but has had, as its beneficiaries, fully as large a proportion of the population of the whole state as of that of its metropolis. It should also be remembered that the increase of population in the state has never been so rapid as of late years, and that the needs of our establishment have grown as rapidly, while the funds at our command, with not a few generous donations and bequests and with the most wise and careful investment and management, have not been increased in equal ratio.

CARE AND TRAINING OF THE CHILDREN.

During the past year the kindergarten has been conducted to the entire satisfaction of those who have had its interests specially in charge. It has been a happy home for its inmates. They have had the kindest, most watchful and most judicious care, alike as to their physical well-being and comfort and as to their moral culture; while the teachers, never otherwise than skilful and faithful, are constantly growing into a more intimate knowledge of the fittest modes of access to minds entirely shut out from the readiest and easiest avenue of knowledge.

An unusual demand has been made upon the executive ability of the matron, and on the time and labor of her associates in the care and instruction of the children, by the crowded condition of the building. Thirty-seven children have been in attendance, though there is properly room for but thirty-two; yet such has been the vigilant care-taking that there has been no accident or serious discomfort, and the health of the children has been exceptionally good throughout the year.

AN IMPORTANT DEPARTMENT.

The two new deaf, dumb and blind children, Willie Elizabeth Robin and Tommy Stringer, give ample promise of successful training, and the importance of this department of the kindergarten's work cannot be

overrated. It is a department that properly belongs to the kindergarten, for advantage must be taken of the freshness of the mental powers and of such perceptive faculty as the child has, else their disuse would become permanent disability. Of course only teaching power of the highest order, yet constantly growing by exercise, can penetrate the barriers which exclude such a mind from free intercourse with the outward world and with fellow-beings. At the same time, the results of such teaching are of supreme psychological interest and value, especially in the light which they may cast on the questions raised, but not adequately solved, by a materialistic philosophy.

NEW BUILDINGS.

The rapid increase in the number of applicants who were eager to enter the kindergarten, but could not be admitted for want of room, and the urgency for the immediate removal of most of them from their surroundings, induced the trustees to undertake, early in the year, the erection of a new building similar to the present one. The plans presented by the architects, Messrs. Perkins & Betton, were accepted; but, before making contracts to carry them out, it appeared to us that the fourth story of the new edifice was not the best place for a hall and gymnasium, which we proposed to add thereto at an expense of about six or seven thousand dollars. Hence, after thorough consideration of the matter, it was decided,

by a unanimous vote of the board, instead of having a hall at the top of the house, to erect a portion of what will be the middle section of the central building when the plan is complete. This will afford not only opportunity for exercise, for gatherings, etc., but it will relieve the other houses from the presence of the children at times when it is necessary to throw them open for thorough ventilation. Both buildings will be completed in December. They will be dedicated after Christmas, and will be open to receive new pupils the first of January.

INSUFFICIENCY OF FUNDS.

The total amount of money required for the erection and equipment of these buildings, including what has been previously expended for grading and blasting, is \$72,500. We have had the good fortune to be successful in obtaining, through the appeals of the director, of the president of the corporation, Dr. Eliot, and of Hon. Leverett Saltonstall, the sum of \$51,000. The balance of \$21,500 remains to be raised by further contributions.

But it is with sincere regret that we are obliged to state that this is not the end of the wants of the kindergarten. It needs more. As soon as the new building is occupied and a second household is formed equal in size to the first, the current expenses will be nearly doubled. Hence the endowment fund must be proportionately increased. About \$30,000

have been given during the past year in donations and legacies for this purpose. Two-thirds of this amount was a most munificent gift from Mrs. Warren B. Potter; \$4,000 was bequeathed by the late Mrs. Lucy A. Dwight of Brookline; \$3,000 by the late Royal W. Turner of Randolph; and \$2,500 by the late Eleanor J. W. Baker of Dorchester. An additional sum of \$70,000 will place the kindergarten on a sound financial basis, and relieve its managers from further anxiety and constant wear and tear in struggling to procure the necessary means for maintenance, and in striving to increase the ordinary sources of income.

For this amount, as well as for the balance which is lacking to complete the building fund, we find ourselves compelled to appeal again to the public in general and to the friends and benefactors of the little blind children in particular, earnestly hoping that our request will find a generous response in the hearts of the men and women of Boston, who are noted for their benevolence, and who are ever ready to extend a helping hand to suffering humanity.

THE KINDERGARTEN IN THE COMMENCEMENT EXERCISES.

Part second of the programme of the commencement exercises last June gave an interesting illustration in work and play by the little kindergarten children, called "The Blacksmith."

At the same time Dr. Eliot said : —

While these children are going through their preparatory exercises, I have the great pleasure of announcing Hon. Leverett Saltonstall, who has kindly consented to make a plea in behalf of the new kindergarten buildings. Mr. Saltonstall has long been a friend and trustee of this school, and no one can speak with a more perfect knowledge of its wants than he.

PLEA BY HON. LEVERETT SALTONSTALL.

Mr. Saltonstall spoke as follows : —

These children appeal to you far more eloquently than speech of mine, and it would be unbecoming in me to call your attention for one moment from their touching and wonderful work to any subject other than the kindergarten and its condition.

It seems but yesterday when Mr. Anagnos told us of the pressing need of a preparatory or infant school or kindergarten for the blind, which should receive little children, during the tender years of early childhood, when impressions are so easily fixed on them, and should rescue them oftentimes from a condition of poverty and suffering,—even from evil influences,—and place them under the care of devoted teachers, in a bright, happy home. He assured us that they would thus be saved many years of misery, that their faculties would be quickened, their intellect developed during this impressionable age, that they would enter the parent school under far better auspices, and there begin work at a point to which it would take years of patient labor to bring them without this early training. He told us of this great want, and of the vast good such a school would do. In his own earnest words he appealed to the public, and his appeal met with a generous response, in sums large and small. A fine site was selected, amply large for years to come, upon which to place one or a dozen buildings. The first was erected, which many of you have doubtless seen. This building is fitted for only thirty or at most thirty-two children, but has

now thirty-seven crowded into it,— a condition not to be tolerated. Again the appeal went forth, and the brave director again found that his confidence in the generosity of our community was not misplaced. A large sum has been raised, about \$41,000, while \$65,000 will be necessary to erect and equip the new buildings. But, while you were informed last year that there would be eight children to place in the new building, there are now five or six from the present one, and twenty-three new applicants who are deemed worthy of admission, making twenty-eight requiring accommodation. The trustees therefore decided to commence the erecting of the buildings at once, and to depend on the generosity of the people for the balance necessary to pay for it. There is in addition the amount of a previous contract of \$7,500 for grading, blasting and excavating cellars to be raised, for our kindergarten is “founded upon a rock,” a very solid rock, and it cannot fall.

It must not be forgotten that as soon as the new buildings are completed and occupied the endowment fund and the annual subscriptions will have to be increased, so that an adequate income may be received for the support of the new household.

It may be asked, why begin these buildings before the whole amount is raised? But there are, as I have said, twenty-three poor little blind children, beside the five to be taken from the present building, knocking at our doors and begging to be taken in, enough for a new family. Most of these children are now exposed to such unfavorable influences that their speedy removal is imperative.

When you see the rapid unfolding of these dear little sightless, budding souls under the influence of skilful training and devoted kindness; when you think of what these children would have been had they not been rescued from their living grave; when you reflect for a moment on what has been brought to pass,— the miracle in unsealing the closed senses of an Edith Thomas, of a Helen Keller, that wonderful child, who finds

Tongues in trees, books in the running brooks,
Sermons in stones, and good in everything,

and the Christlike work that is being at this time undertaken for those little deaf, dumb and blind children, Tommy Stringer and Willie Robin, and ask yourselves whether you would recall the offerings you have so generously contributed toward this glorious work, is there one who would not exclaim, "rather than do this we would make a big effort to repeat them?"

Our devoted director, whose only thought (and in him it seems an inspiration) is the intellectual advancement and happiness of these sightless children, *has that faith which will remove mountains*, and he has that rare faculty of inspiring others, which goes far toward accomplishing great results; and so, with only two-thirds of the amount requisite to erect the new building, he has persuaded the trustees to consent to begin it, and to believe, with him, that long before it is needed the necessary balance will be subscribed.

If time allowed, I would speak of this most interesting spectacle presented to us by these bright, intelligent pupils of the parent institution, some of whom are about to receive their diplomas and to enter the world. What a change has been wrought in their whole being, what a cloud has been rolled away, and what bright sunshine let in upon them, bringing vigor to mind and body, vitality and grace to their whole nature!

As some one says, "If the Perkins Institution had done nothing more than develop the system by which such a wonderful mind and heart as Helen Keller's has been rescued from darkness, it would have done, in that alone, a greater work for the world than has been accomplished by many philosophers."

But, as requested, I must confine myself to the kindergarten,—this sorely needs assistance. Will you not take up the cause and pass on the word, so that you may strengthen the arm of the director, with his corps of devoted teachers, and bring untold blessings upon the head of many a poor little sightless child now sitting alone in its dark, dreary solitude, ignorant of God, and deprived of all intercourse with his fellow-creatures?

To the force and cogency of the spoken words were added the personal presence and earnest manner of the speaker, rendering the appeal a most impressive one.

After Mr. Saltonstall finished, the children made their own truly eloquent plea, by their blacksmith songs and spoken descriptions explaining the various objects which they had made so deftly in the few intervening minutes,—bellows, chain, horse-shoes, etc.

Little Willie Robin, the golden-haired little deaf and blind child from Texas, now eight years old, who two years ago knew only two signs,—one for something to eat and one for something to drink,—had modelled an anvil. Her teacher read her fingers to the audience, and when Willie had finished talking with them she spoke with perfect clearness the word “tongs.”

After this exercise the orchestra of baby players gave a “symphony”! composed for them by their music teacher, Miss Roeske, which was enthusiastically re-demanded, and followed by a ripple of amazement and delight all over the audience.

WILLIE ELIZABETH ROBIN AND TOMMY STRINGER.

At this point Dr. Eliot presented two of the children to the audience, and said:—

I want you to see these two children particularly, because they are deaf and dumb as well as blind, and because they came to us from distant places. They illustrate in a particularly forcible

manner the kind and generous and earnest appeal which Mr. Saltonstall has this afternoon made.

This little boy is Tommy Stringer. He would at this moment be in a Pennsylvania almshouse if he were not with us. He came to us more like a little animal than a rational being ; but you see that he now appears to as much advantage as any child in the kindergarten.

This little girl is Willie Robin. She comes to us from far-away Texas. We are doing a work for that distant state, yet a part of our country ; but, even if beyond our country, it would still be a part of the world in which we live, and still a part of our common humanity.

I am sure you will be interested in seeing these children, and the sight of them will appeal to you in behalf of the kindergarten which cares for them.

All which is respectfully submitted,

EDWARD BROOKS,
JOHN S. DWIGHT,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

KINDERGARTEN FOR THE BLIND.

SIXTH ANNUAL REPORT OF THE DIRECTOR.

Children are the keys of paradise.
They alone are good and wise,
Because their thoughts, their very lives are prayer.
— STODDARD.

To the Board of Trustees.

GENTLEMEN: The past year has been abundant in labors, blessings and success; and now at its end it is a great pleasure and an agreeable duty for the undersigned to lay before you the following summary of facts and reflections as the sixth annual report of the director.

Before entering upon the details of my story, I beg leave to state at the outset, that there has been no year in our history more fertile in experience or more cheering in promise than that which has just closed.

Cherished in the warm bosom of public sympathy and upheld by numerous friends and benefactors, the kindergarten, from the date of its establishment to the present time, has been one of rich blessing to the little sightless children, for whose benefit it was designed.

In peace and contentment, in freedom from sickness and accident, and in earnest endeavor to advance our cause and provide the necessary means for the education of every blind boy and girl in New England, the year now completed surpasses any former period, and the thought of it —

Doth breathe in us perpetual benediction.

We have escaped every epidemic prevailing in the neighborhood, and not a death or a single case of severe illness has occurred among the inmates of the kindergarten. The health of the family at this date is remarkably good, and all the children are happy, hearty, and improving physically, mentally and morally.

CONSTRUCTION OF TWO NEW BUILDINGS.

Never to faint doth purchase what we crave.

— SHAKESPEARE.

In May, 1887, when the kindergarten was fully organized, and its doors were opened for the reception of the first group of ten little children, there seemed to be an abundance of room in it. The commodious new building, then just finished and newly consecrated to its holy work, looked so spacious, that it was generally believed and commonly asserted that it would not be wholly occupied for some time to come, and that its accommodations were sufficient to satisfy all demands for a decade of years at least.

Five months later applications for admission began to pour in, and within two years the house was filled to overflowing, although eighteen of the more advanced though still tiny scholars were prematurely transferred to South Boston in the very midst of the course of their training in order to relieve the pressure of numbers. Still the applications continued to come in with increasing frequency, and the building was crowded to its utmost capacity, and still the little children, who were in need of the benefits of the infant institution, but whose sole chance to gain admission depended upon vacancies that might occur from time to time, were as numerous as ever.

Paradise had no room for all of them.

Such was the state of things at the kindergarten when I returned from Europe. I saw at once that the immediate enlargement of the establishment was the only practical solution of the difficulty, and that measures ought to be taken without further delay for the accomplishment of this end. This was promptly done, and an earnest appeal was addressed to the public asking for the sum of \$55,000, the amount required for the construction and equipment of a second building similar to the first.

This plea, urged with fervor and cogent arguments, and supported by an array of undisputable facts and figures, was not overlooked, nor did it fail of its purpose. On the contrary, it received fair consideration from our citizens, and struck a responsive chord in

the hearts of many of them. The numerous friends and benefactors of the little sightless children rallied to their rescue, and donations large and small began to flow in from every direction. Miss Helen C. Bradlee, whose honored name is indissolubly connected with the success of the infant school and will ever be blessed and praised by the blind of New England, headed the column of subscribers with an additional gift of \$10,000. Rich persons gave from their abundance and people of moderate means shared in the good work to the fullest extent of their ability. Even the poorest children in one of the kindergartens in this city managed to put together a few pennies and send them to us as a token of their sympathy and kind intentions. It is no hyperbole to state, that a universal interest was rekindled in favor of our undertaking, and that the names of those who showed great readiness to aid it were legion. To be sure the success in obtaining the requisite fund was only partial, but the way had been prepared for a complete victory. Everything indicated, that this consummation was simply a question of time; and although there were still some clouds of doubt hanging on the horizon, the following words of the poet could be repeated in this connection with perfect truth:—

And even now, amid the gray,
The east is brightening fast.

While the movement for raising money was going on satisfactorily, a set of plans of the proposed new

edifice was prepared and presented by the architects, Messrs. Perkins and Betton, free of charge. These were thankfully accepted; but as the amount of money which had been received up to that time was not sufficient to carry them out, it was not deemed wise nor safe to proceed with the work of building lest we should be forced to encroach upon the endowment fund, which was altogether too small in size to be allowed to suffer any curtailment.

The cause of the postponement was briefly explained in the next annual report of the kindergarten, and appeals for further contributions were renewed with great eagerness by the president of the corporation, Dr. Samuel Eliot, by Hon. Leverett Saltonstall, by the treasurer, Mr. Edward Jackson, and by others. These acted like a clarion call upon the generous friends of the blind and produced the desired result. Donations began to come more frequently bringing with them cheer and encouragement, and as success in raising the full amount seemed to be not very distant, the trustees were finally induced to authorize the construction of a new building similar to the present one.

Meanwhile the question arose as to whether it would be better to transform the attic of this structure into a hall and gymnasium at an expense of about seven thousand dollars, or to undertake the erection of a portion of what will be the middle section of the central building when the design is complete. Health, economy, foresight, convenience,

accessibility, all combined to favor the latter alternative; and as this plan, in addition to all other considerations, afforded ampler facilities for physical exercise and much better accommodations for a general laundry and boiler room than its rival, it was adopted by a unanimous vote.

Work on these buildings was begun immediately, and has already reached such a degree of forwardness as to render it sure that both of them will be finished and made ready for occupancy early in January, 1893. The whole cost of their construction and equipment is estimated at \$72,500. Through constant pleadings and persistent efforts the amount of about \$51,000 has thus far been obtained. Hence a balance of about \$21,500 remains to be provided for.

This debt is a most distressing load to carry, and in order to wipe it out we are compelled to address again the patrons and friends of the infant institution and ask for further assistance. We beg and entreat them to come to its aid and relieve it from a financial burden, which presses upon it so heavily and which will be a constant drain on its meagre resources. Will they do so? Is it presuming too much upon their generosity to hope, that they will deliver it from all embarrassments and enable it to enter upon its career of enlarged usefulness free from encumbrances?

But *quid plura?* Why need we say more? To an enlightened community like that of New England do not the facts of the case, simply stated,

1 speak more eloquently and persuasively than the longest and most elaborate argument? Is not the kindergarten cherished and its educational work heartily approved and highly appreciated by our best and most intelligent citizens, and is there any doubt as to their intention that it should be tenderly nurtured by a benevolence as broad as the love of childhood and firmly sustained by a faith as deep as the eternal goodness?

We leave them to answer these questions.

NEEDED INCREASE OF THE ENDOWMENT FUND.

Keep striving! The winners are those who have striven

And fought for the prize that no idler has won;

To the hands of the steadfast alone it is given,

And before it is gained there is work to be done.

—REXFORD.

Doubtless the payment of all debts incurred for building purposes will bring an immense relief to the managers of the kindergarten and make their hearts leap for joy. But I am grieved to be obliged to say, that the removal of this obnoxious burden neither can nor will put an end to the demands of the infant institution. It needs more. Like a young, vigorous and growing tree, it requires a steady and sufficient supply of nutriment.

As soon as the new buildings are finished and made ready for occupancy, our doors will swing wide open to all the applicants who have been eagerly seeking and patiently waiting to become members of

our juvenile family. New candidates for admission are constantly reported to us, and nearly all of them are of suitable age and seem to be fit subjects for education in the kindergarten. Thus we are to have under our charge a much larger number of children than ever before. A second household is to be formed equal in size to the first, and the requisite means for its maintenance must be provided. Primary classes are to be added to those of the kindergarten, and the teachers and other persons already engaged to carry on the new work, will make our list of officers and employés twice as large as it has been during the past year.

It is needless to observe, that this enlargement of the establishment and the extension of its operations will involve a corresponding increase in the cost of its support. As a matter of course the current expenses will be actually doubled as soon as the reorganization is effected. This is perfectly clear.

How are the necessary funds to be obtained?

This question is a weighty one. It shows, that we are standing on the threshold of graver responsibilities than any which have heretofore confronted us. A financial gap in the shape of an annual deficit will ere long yawn before us and cause a sort of paralytic sensation to run through the whole organism. This perilous chasm we must bridge over in some way, in order to enable the kindergarten to keep its gates ajar, to pursue its onward course uninterruptedly and to reach in its work the highest standard which is attainable.

The situation is too serious to be met by half measures and temporary expedients. It demands emphatically the radical remedy, which a regular, unvarying and unfailing source of revenue alone can give. Hence the call is urgent, the need is pressing for an increase of the endowment fund. Only this will place the infant institution in that condition of financial stability, which alone can give security to its existence, furnish the sap of its vitality, serve as an anchor of safety while its sails are spread before the winds, infuse into its activities the essence of life and progress, and open for those who are perpetually encircled by the "canopy of night's extended shade" views of glad promise in the coming time.

During the past year about \$30,000 have been received for this purpose in the shape of donations and bequests. An additional sum of \$70,000 is needed to complete the endowment fund and place the establishment on a sound financial basis, and we are forced to appeal to the public for this sum of money. Without it not only the managers will find themselves in the midst of a sea of perplexities, but the growth of the kindergarten and its efficiency will be seriously threatened.

Confidently and most fervently we urge this matter upon the attention of all benevolent persons, and especially upon the notice of those among them who are intrusted with the stewardship of riches and who are forming plans for putting their surplus where it will do the greatest possible amount of good. In

selecting the objects for their benefactions they have before them for their guidance positive facts gathered in the field of experience, and not mere verbal propositions. The kindergarten is no longer an experimental venture of doubtful utility or of remote possibilities. It has been in operation for five years and has demonstrated by its fruits the necessity of its existence and the potency of its holy mission. It has laid the foundation of a system of early training and rational education, the chief purpose of which is to open for the recipients of its benefits the surest possible way out of the wilderness of affliction, to ameliorate their condition in every respect and to brighten the dull gloom of their future —

And make the destined road of life
Delightful to their feet.

It has brought to light the value and efficacy of Froebel's methods of physical, mental and moral development as applied to the blind, and has inaugurated a new era of reform and progress in all directions. Whosoever doubts the accuracy of this statement, let him visit the kindergarten in Jamaica Plain. An inspection of the premises and a rigid examination of the work of this infant school will convince him, that through its agency scores of tiny sightless children have been saved from the woes of misery and neglect or from the dangerous effects of indulgence, and are tenderly brought up in a little world of peace and contentment, from which sweet-

ness and light never fail to radiate and where parental care is the ruling principle, kindness the schoolmistress and love the reigning law.

Here they rest, as after much turmoil
A blessed soul doth in Elysium.

To insure both the continuance and the extension of these inestimable advantages and to render them accessible to those who hunger for them is the solemn duty of every just and fairminded person. For all honest and conscientious people, who cannot but feel that whatever concerns the welfare of mankind is not foreign to them, it is a sacred obligation to spare no efforts towards securing this precious boon for the most hapless of their fellow beings.

In urging the adoption of vigorous measures for the speedy completion of the endowment fund, I am fully aware of the arduousness of the task and of the manifold difficulties which have to be encountered in its performance. The fact, that so much has already been done for the blind in various ways may deter some of their best and most consistent friends from pressing their claims energetically. For myself, I have no choice. Much as I shrink from occupying constantly the post of solicitor of funds, and ardently as I desire to follow my natural tastes and inclinations and to be allowed to attend to my work quietly and far away from the ken of the public, I have to lay aside my feelings and preferences. Be my aversions and wishes what they may, it is impossible for me

either to rest or to keep silent when the cries of the stricken lambs of the human fold ring so loudly in my ears. I must speak for them and advocate their cause to the best of my ability, and in doing so, I address my closing words to one and all of you, men and women of Boston, citizens of Massachusetts, friends of the blind in all parts of New England and the United States.

To your helpful ministries I recommend the kindergarten with all the strength and earnestness that I can command. Its usefulness and success depend mainly upon your liberality. You have it in your power to invigorate it and render it a fountain of gladness and a perennial source of good by providing for it a substantial and ample foundation, or to stint it by withholding the necessary aliment and starve it and dwarf it. Pray do not fail to lend it your generous aid, for without this nothing can save it from stagnation and deterioration. In behalf of many little sightless boys and girls who cannot plead their own case I implore you to bestow promptly on their beloved garden your offerings, so that its full growth and fruition may be hastened. In the name of suffering humanity I ask you to open your hearts and purses and complete this shrine of mercy, invoking thereby the blessings of heaven upon your heads.

What shall your verdict be?

Will you have the hardihood to deny to these benighted children the lamp of life?

MRS. WARREN B. POTTER FUND.

If over the gates of paradise
 Bright emblems of virtues stand,
 Methinks, above them all, mine eyes
 Some day shall see an open hand.

— SEABROOK.

It is a cause of heartfelt pleasure and great encouragement to be able to report, that during the past year another munificent donation has been received and a new name — that of Mrs. Warren B. Potter — has been added to the list of the generous helpers and bountiful benefactors of the little sightless children.

Mrs. Potter was one of the prominent visitors, who attended the entertainments given on Washington's birthday at the parent institution in South Boston for the benefit of the kindergarten. Accompanied by a friend, she arrived quite early and expressed a desire to see me. In the course of our brief interview she manifested deep interest in the infant school and was very eager to ascertain whether we had any reliable source of income for the support of the second household which we were striving to organize therein. On being told that we had none, she remarked, that it seemed very important to her, that steps should be taken at once to raise a permanent fund for that purpose, and that she would contribute her share towards it. To my inexpressible delight she informed me on the following day, that she had decided to give the sum of \$20,000 to the kindergarten with the sole con-

dition attached to the gift, that the principal should be safely invested and kept intact forever, and that only the income should be used for current expenses. Before the end of the week she sent her cheque for the above named amount.

On the receipt of this munificent gift a due acknowledgment was made, which read as follows:—

SOUTH BOSTON, March 1, 1892.

MY DEAR MRS. POTTER:— I use no formal phrase in saying, that words fail me to express my emotions of profound gratitude and delight on receipt of your welcome favor of the 24th ultimo with its most munificent present of twenty thousand dollars, (\$20,000) for the kindergarten for the blind. Believe me, no metaphysician ever felt the deficiency of language so much as I do now. But if I cannot interpret in adequate terms our sense of obligation to you, I am sure, that our deep gratitude towards you will ever be enrolled in eternity's own book. May heaven, which inspired your noble mind with the thought of thus aiding our infant school, mete out to you in fullest measure the blessings, which such deeds always bring to their authors. I thank you from the bottom of my heart not only for the most generous material aid which you have bestowed on the cause of the education of the blind, but also for the moral encouragement, which your munificence gives to those who are devoted to its advancement.

Yours is truly a princely gift, and it will be known as the MRS. WARREN B. POTTER FUND for all time to come. In compliance with your wishes, your name will be withheld from the public ken; but it will be indelibly engraved in the hearts of hundreds of sightless children and their helpers and will adorn the annals of the kindergarten.

Believe me, dear Mrs. Potter, with renewed thanks and sentiments of profound gratitude,

Most sincerely and respectfully yours,

M. ANAGNOS.

Verily words could hardly give adequate utterance to our gratitude for such a gift, which was all the more precious because it was wholly voluntary and unsought. To quote Shakespeare, they seemed —

Too little for so great a debt.

Both by the magnitude of her donation and the keen foresight which prompted it, Mrs. Potter has earned the distinction of being counted as one of the most liberal and sagacious contributors to the fund of the kindergarten. In the ranks of the great benefactors of the little sightless children her place is second only to that of Miss Helen C. Bradlee. Following in the track of royal generosity she has joined the chorus of those to whom the blind of New England will always sing pæans of praise and thankfulness. Deeds like hers are steps to heaven and cannot fail to imprint the names of their authors on the tablets of eternity with golden letters.

Mrs. Potter's gift is a beautiful tribute of tender affection to the memory of her late husband, as well as a testimony of the goodness of her heart and the nobility of her instincts. It is a grand offering fit for the sacred cause of humanity, a magnificent monument of pure benevolence, which will endure for all time and shall ne'er fade —

While moon and sun and night and day the seasons tell.

THE CENTRAL OR MAIN BUILDING.

Das Wenige verschwindet leicht dem Blick,
Der vorwärts sieht wie viel zu thun noch über bleibt.

— GOETHE.

These words of the poet apply with peculiar fitness to the present advance of the kindergarten undertaking, and illustrate most strikingly the increase of its wants and the demands of its development.

The infant institution is far reaching in its aims and unbounded in its possibilities. It is an enterprise of steady growth and constant progress. Hence whatever has thus far been accomplished in it is only a small part of what remains to be achieved. As Goethe puts it,—

To one who forward looks to what is left
The little done soon dwindles into naught.

Until the plans are fully developed and carried out in all their details, each step gained must of necessity be made the starting point for further advancement; and as we progress we must broaden our views and widen our scope of action.

To provide both shelter and the means of proper training for every one of the little sightless children, who had been persistently knocking at the door of the kindergarten for admission, was a matter of paramount importance. This was our first duty. Beside it all other wants seemed of minor significance. Now that this inestimable blessing has been secured, the next thing in order is to finish the central or

main building, of which a small part has already been erected. The completion of this structure is not merely a *desideratum* but an absolute necessity for the full development and perfection of our scheme of education.

The plans for this building have been prepared with due care and much study. We are under great and lasting obligations for them to Mr. Walter R. Forbush,—an architect of practical experience and acknowledged skill,—who has made them for the kindergarten free of charge.

A careful examination of these plans will show, that pains have been taken to meet the wants and requirements of the pupils and to provide ample facilities and unusual conveniences for their physical and manual training, as well as for their intellectual and æsthetic culture.

The new edifice will be located between the two existing buildings, one of which overlooks Day and the other Perkins street.

The space in front will form an extensive lawn of about 20,000 feet in area.

The building will be four stories in height, including the basement, and will consist of three parts or sections, forming in plan, to use a comprehensive term, a double-headed T. It is divided through the centre, so that one half may be used for boys and the other for girls.

The front section will contain two workrooms, two offices, two reception rooms, and sixteen schoolrooms.

The middle section will contain a spacious gymnasium, twenty music rooms, and an audience hall capable of seating about five hundred persons, with a stage, organ loft, and two ante-rooms.

In the rear section there will be a library, twenty music rooms,—four for teaching and the remaining sixteen for practising,—and several large work rooms.

As the first floor of the entire structure is to be about eight feet above grade, there will be no difficulty in having windows of full size in all the rooms of the basement.

The central portions of the façade will show projections on either side of the entrance extending to the level of the third floor.

A flight of twelve steps will lead to a large stone portico with Ionic columns, the roof of which will make a balcony level with the second story. The entrance from this will be formed by an arch extending nearly to the third story.

The architecture of the entire structure, while differing from that of the present buildings, will be in harmony with it.

A clear idea of the plan can be obtained from the engraving which is printed at the beginning of this report.

The central building will be connected with the others by means of a covered arcade, which will resemble in form the segment of a circle. This addition will be a great improvement to the general appearance of the whole structure and at the same

time will furnish protection to the children while passing to and fro from their schoolrooms.

Mr. Forbush has taken the utmost pains in devising a system of heating and ventilation, which seems well-nigh faultless. It operates both by direct and indirect methods.

In the conception of the principles and the arrangement of the details of the plan every effort has been made to insure the strictest economy in construction, the best artistic effect of the exterior, and the simplest and most convenient arrangement of the interior in accordance with the purposes, for which the building is designed.

This edifice is so potent a factor in the normal and systematic growth of the kindergarten and will be such a valuable addition to the forces at work for the reconstruction and enlargement of our scheme of education, that the necessity of its speedy completion can hardly be overestimated. It is no exaggeration to affirm, that of all the buildings, with which the grounds of the infant institution are destined to be dotted in the fulness of its development, this one is of transcendent importance. Indeed it is the very soul and crown of the whole group of these structures,—the central foundation around which all others will cluster in perfect order and harmony. It constitutes the main spring which will supply the whole establishment with the requisite motive power, the heart which will send vital force to every part of the organism. Without it no large and decided step in ad-

vance can be taken and no efforts at reform and real progress can prove fruitful.

It is superfluous to use further arguments in favor of the immediate completion of the central building. The need of this consummation is evident, the demand is imperative. There is a glorious opportunity for some of those who are favored with an abundance of wealth to build this grand temple to humanity and thereby raise to themselves a magnificent monument, which will prove as enduring as the pyramids of Egypt.

Who will help the cause of the blind in this way?

Great-hearted, large-minded, benevolent men and women, this question is addressed to you with special emphasis. Who will respond to the cry of the little sightless children and bend his head to receive the crown, in which shall shine as pearls and diamonds the tears of joy and gratitude shed by those whom his generosity has blessed?

Chicago points with just pride to the numerous public benefactors, who during the past year have given nearly \$6,000,000 for the advancement of education and art in that city. These gifts are not only munificent but unequalled anywhere else in America. Where are the millionaires of Boston? Have they a clear sense of their social obligations? What are they doing for the community? Are there not those among them who will minister to the wants of afflicted humanity and come to the assistance of an undertaking, the object of which is to work a com-

plete revolution in the education of the blind, and place it on the broadest and most secure foundation?

HELEN'S "TEA" IN AID OF THE KINDERGARTEN.

Sweetner of life, and solder of society,
We owe thee much. Thou hast deserved from us
Far, far beyond what we can ever pay.
Oft have we prov'd the labors of thy love,
And the warm efforts of thy gentle heart,
Anxious to help. — BLAIR.

The "tea" given last May by Helen Keller in aid of the kindergarten was one of the most memorable events of a year in which these were not lacking. This occasion was so charming in its character and so rich in its fruits that it never will be forgotten by those who participated in it.

Helen's action in this matter, as in most of her generous deeds and benevolent undertakings, was entirely spontaneous. Not a request nor a hint was whispered to her. The idea was absolutely her own.

For a long time she had cherished an ardent desire to do something to increase the funds of the kindergarten; but she could not decide upon a feasible plan for the accomplishment of her object. Finally the thought suggested itself to her in this wise.

One day, while conversing with two of her young friends, Miss Rosalind Richards and Miss Caroline Derby, the subject of "fairs" and afternoon "teas" given for benevolent purposes was brought up, and mention was made of the amount of net profits ob-

tained from some of these occasions. In the course of this conversation the thought of holding an entertainment of this sort for the benefit of the little sightless children flashed across Helen's mind, and she instantly asked, "why can I not give a 'tea' in aid of the kindergarten? Money is needed for a new building, and we must help Mr. Anagnos to raise it." The young ladies approved heartily of her proposition and offered to do all in their power to put it to action and promote its success. They would sell tickets, flowers and candy and invite all their friends to be present.

Then and there it was resolved that the "tea" should be given and the main features of the occasion were outlined on the spot. From that moment Helen's earnestness gave a quickening inspiration to those in charge of the undertaking and became prophetic of brilliant results.

The keen spirit
Seizes the prompt occasion — makes the thought
Start into instant action, and at once
Plans and performs, resolves and executes.

Helen's intimate friends, fearing that the excitement and labor involved might be too much for her health and strength, urged many objections against the scheme. They told her, that there was not time enough to carry it out thoroughly, that no suitable place could be easily found and that people had been surfeited with the concerts and receptions of the season. Helen listened attentively to the enumera-

tion of these and various other difficulties, but they made no impression upon her. She had set her heart upon her plan, and could not be persuaded to give it up. Her trust in the benevolence of "the city of kind hearts" was unbounded and made her confident of success. The following letters, written to the two friends and coworkers with whom she laid the foundations of her project, show clearly that she was determined to put it through and that her belief in victory was so firm, that she could not even think of the possibility of failure.

SOUTH BOSTON, May 9, 1892.

MY DEAR MISS CARRIE:—I was much pleased to receive your kind letter. Need I tell you that I was more than delighted to hear that you are really interested in the "tea"? Of course we must not give it up. Very soon I am going far away, to my own dear home, in the sunny south, and it would always make me happy to think that the last thing which my dear friends in Boston did for my pleasure was to help make the lives of many little sightless children good and happy. I know that kind people cannot help feeling a tender sympathy for the little ones, who cannot see the beautiful light, or any of the wonderful things which give them pleasure; and it seems to me that all loving sympathy must express itself in acts of kindness; and when the friends of little helpless blind children understand that we are working for their happiness, they will come and make our "tea" a success, and I am sure I shall be the happiest little girl in all the world. Please let Bishop Brooks know our plans, so that he may arrange to be with us. I am glad Miss Eleanor is interested. Please give her my love. I will see you tomorrow and then we can make the rest of our plans. Please give your dear aunt teacher's and my love and tell her that we enjoyed our little visit very much indeed.

Lovingly yours,

HELEN KELLER.

SOUTH BOSTON, May 11, 1892.

MY DEAR ROSALIND:—I have tried several times today to write this little note ; but was obliged to leave it until this evening. I have not forgotten my promise for a moment, and the fulfilment of it now gives me very great pleasure. It is past my bedtime, and teacher says I ought to be in dreamland, but I do not think the fairies would be glad to see me if they knew I had not kept my promise. So, dear Rosy, my last thoughts tonight shall be given to you. I shall be so happy to see you again tomorrow. I hope you will not have any lessons to study, because I want you to help me decide about the tea. Some of my friends think I had better give up the idea ; but of course that thought makes me unhappy. I am sure the people will not let us fail when we try to do something for little blind children. And you know, Rosy, dear Dr. Howe said, "obstacles are things to be overcome." That makes me sure that we ought not to think about failure ever. Now, I must say good-night.

Lovingly yours,

HELEN KELLER.

The arrangements for the "tea" began at once, and the first step taken was to secure a house large enough to accommodate all those who were disposed to attend. Mrs. Julia Ward Howe gladly offered the use of hers ; but it was not thought large enough to hold the expected guests.

Moved partly by the feeling that the undertaking was too heavy a tax upon the strength of the child, but mainly by the fact, that her parents had already written to me that they had decided to have her return home with little further delay, I again seized the opportunity and tried with gentle persuasion to convince her, that it was best under the circum-

stances to postpone the execution of her plan, but in vain. She was as firm as a rock, and as a consequence, instead of inducing her to change her mind, I found my slower and hesitating sensibilities kindled by the fire of her burning enthusiasm.

Helen's thoughts were turned towards the spacious mansion of Mrs. Mahlon D. Spaulding, which she had visited with her teacher, and by the advice of the latter she immediately wrote the following letter to her dear friend and generous benefactor, Mr. John P. Spaulding, one of the truest and most liberal noblemen of our community.

SOUTH BOSTON, May 11th, 1892.

MY DEAR MR. SPAULDING :—I am afraid you will think your little friend, Helen, very troublesome when you read this letter ; but I am sure you will not blame me when I tell you that I am very anxious about something. You remember teacher and I told you Sunday that I wanted to have a little tea in aid of the kindergarten. We thought everything was arranged ; but we found Monday that Mrs. Elliott would not be willing to let us invite more than fifty people, because Mrs. Howe's house is quite small. I am sure that a great many people would like to come to the tea, and help me do something to brighten the lives of little blind children ; but some of my friends say that I shall have to give up the idea of having a tea unless we can find another house. Teacher said yesterday, that perhaps Mrs. Spaulding would be willing to let us have her beautiful house, and thought I would ask you about it. Do you think Mrs. Spaulding would help me, if I wrote to her ? I shall be so disappointed if my little plans fail, because I have wanted for a long time to do something for the poor little ones who are waiting to enter the kindergarten. Please

let me know what you think about the house, and try to forgive me for troubling you so much.

Lovingly your little friend,

HELEN KELLER.

To this letter Mr. Spaulding sent the following reply: —

BOSTON, May 13, 1892.

MY DEAR HELEN: — Your delightful letter referring to the tea was received with much pleasure, and Mrs. Spaulding will be only too delighted to further your excellent project in any way in her power.

You and your good teacher had better call on Mrs. Spaulding at her home and make all arrangements with her. The latest date at which her house will be open this spring is May 26th, for she then goes out of town. I am entirely with you in sympathy in your most excellent efforts in aid of the kindergarten.

Yours very sincerely,

JOHN P. SPAULDING.

This answer was a most happy solution of the greatest of all the difficulties in the way of the child's plans.

Acting on Mr. Spaulding's suggestion, Helen called on Mrs. Spaulding and was made thrice happy by the announcement, that not only would the house be opened for the occasion, but that the needful refreshments and service would also be supplied.

Accompanied by her teacher and by Miss Caroline Derby, Helen went directly from Mrs. Spaulding's residence to the office of the *Evening Transcript*.

There she found the editor in chief, Mr. Edward H. Clement, one of the most generous and loyal friends of the cause of the blind, and asked of him the favor of a notice of her plan. Mr. Clement listened very attentively to the story of her scheme and promised to do all he could for its furtherance. On her return home she wrote to him the following letter, which appeared promptly in the *Transcript* and was copied far and wide.

SOUTH BOSTON, May 18th, 1892.

MY DEAR MR. CLEMENT:—I am going to write to you this beautiful morning because my heart is brimful of happiness and I want you and all my dear friends in the Transcript office to rejoice with me. The preparations for my tea are nearly completed, and I am looking forward joyfully to the event. I know I shall not fail. Kind people will not disappoint me, when they know that I plead for helpless little children who live in darkness and ignorance. They will come to my tea and buy light,—the beautiful light of knowledge and love for many little ones who are blind and friendless. I remember perfectly when my dear teacher came to me. Then I was like the little blind children who are waiting to enter the kindergarten. There was no light in my soul. This wonderful world with all its sunlight and beauty was hidden from me, and I had never dreamed of its loveliness. But teacher came to me and taught my little fingers to use the beautiful key that has unlocked the door of my dark prison and set my spirit free.

It is my earnest wish to share my happiness with others, and I ask the kind people of Boston to help me make the lives of little blind children brighter and happier.

Lovingly your little friend,

HELEN KELLER.

Another of Helen's letters, addressed to Mrs. Isabel C. Barrows, was published in the *Christian Register* with a suggestion from the editor, that those who are prevented by distance or any other obstacle from attending the "tea," can send their subscriptions just the same. Responses came quickly from readers far and near, bringing various contributions, which were added to the proceeds of the entertainment. Here is the text of the letter:—

SOUTH BOSTON, May 17, 1892.

MY DEAR MRS. BARROWS:— Will you kindly tell the readers of the "Register" that there will be a tea in aid of the kindergarten for little blind children, at Mrs. Spaulding's, 99 Beacon st., next Tuesday afternoon?

I think you would like to know how the tea happened to be thought of; so, I will tell you about it. A little girl, who is blind herself, has wanted for ever so long to help make the lives of many little sightless children bright and happy; but she did not know how to go to work. As the time drew near when she must leave Boston and return to her own dear home in the sunny south her wish to do something for those whose homes were dark and lonely grew stronger, and one day she decided to give a tea, and ask the kind people of Boston to make it a success. She asks them to come to the tea and buy light for the helpless little ones who live in darkness. Surely they will not disappoint her! This little girl remembers when this wonderful world, that is now so bright with sunlight, and lovely with flowers and stars and birds, was hidden from her by a thick curtain of darkness. Then love came in through her sensitive fingers, and let her soul out into the sunlight of knowledge. Education banished the darkness from her life, and the sunshine of love and thought and beauty flooded her soul. Dear Mrs. Barrows, I am that little girl; and I want to

share my happiness with others. I want all little sightless children to enjoy the blessings that have been given to me.

Lovingly your little friend,

HELEN KELLER.

Among those to whom Helen wrote personal letters, requesting them to call the attention of the public or that of their friends to her tea, were Mr. Arlo Bates, editor of the *Boston Courier*, Mr. Alfred T. Waite of the *Boston Herald*, Mr. John M. Rodocanachi, Miss M. G. Curtis, Mrs. William S. Crosby, Mrs. S. H. Hayes, Miss Grace White and many others. Here are the letters addressed to the above named persons.

SOUTH BOSTON, May 20th, 1892.

MY DEAR FRIEND:—I am going to have a tea in aid of the kindergarten for little blind children, next Tuesday afternoon, from three to six, at Mrs. Spaulding's, 99 Beacon street, and I write to ask if you will kindly tell the readers of the "Courier" about it. I am trying to raise money to help build a pleasant, cheerful home for poor little sightless children, where they will be tenderly and wisely cared for. Many helpless little boys and girls are now waiting to enter the kindergarten, but there is no room for them. These little human plantlets need the sunshine of the child's garden to grow in. I want the kind people of Boston, who have already done so much to brighten the lives of these helpless little ones, to come to my tea, and buy light—the precious light of love and knowledge for those who are still in darkness. Surely they will come! and hasten the joyful day when all little afflicted children will have a sunny corner in the child's garden, where they can grow in goodness and beauty. Then their minds will open like beautiful flowers, and their hearts will be filled with

love and gratitude for those dear friends who led them out of darkness into the beautiful sunlight of knowledge.

I remain, with loving wishes, your little friend,

HELEN KELLER.

ARLO BATES, Esq.

SOUTH BOSTON, May 21, 1892.

MY DEAR MR. WAITE:—I am delighted to hear that you will give a notice of my tea in the Herald. Surely there are many, many readers of that great paper, who must feel a deep and tender sympathy for the little ones who cannot see this beautiful world, and sympathy always makes us helpers of one another. Therefore I shall look forward to seeing many friends at my tea, who will say, "Helen, I read about your tea in the Herald, and I have come to help you make the lives of afflicted little children more bright." With love for your little boy, I am very sincerely yours,

HELEN KELLER.

SOUTH BOSTON, May 19th, 1892.

MY DEAR MR. RODOCANACHI:—I am going to have a tea in aid of the kindergarten for little blind children, next Tuesday, from three until six, at Mrs. Spaulding's, 99 Beacon street. Will you please come, and ask my good friends at the Norfolk House to come also? I shall be so happy to see you again before I leave Boston. Do you think Mr. Waite has forgotten me? If he has not, perhaps he will tell the people who read the "Herald" about my tea. I know he will feel a tender sympathy for the helpless little ones whose lives are dark and lonely, because he loves his own little boy and likes to see him enjoy all the beautiful blessings that God has given him. He will, I am sure, be glad to help me make the lives of poor little blind boys and girls more bright and happy. Hoping that I shall see you at my tea, I remain, lovingly your little friend,

HELEN KELLER.

SOUTH BOSTON, May 20th, 1892.

MY DEAR MISS CURTIS:—I hope you do not think that Helen has forgotten you. That would be a great mistake for I love you very much even though I do not write to you often. When I go home I shall have more time, and then you shall have a long letter. I will tell you what Phillips thinks of the little flag and also what our dear country's flag means to me. But now I must tell you about my tea. I have wanted for ever so long to help Mr. Anagnos make the lives of little sightless children brighter; but I did not know how I should do it until I heard that people sometimes gave teas in aid of good objects. Then it flashed into my mind that I could give a tea for little blind children. I was sure the kind people of Boston would not let my little plan fail, when they knew that I was trying to share my joy with those whose lives are spent in darkness and loneliness. The preparations for the tea are nearly completed. It will be at the house of Mrs. Spaulding, 99 Beacon St., next Tuesday afternoon from three to six. I hope I shall see you and your dear sister there. Please give my love to Peggy and Harriot. Lovingly yours,

HELEN KELLER.

SOUTH BOSTON, May 19th, 1892.

MY DEAR MRS. CROSBY:—I am going to have a tea in aid of the kindergarten for little sightless children, next Tuesday afternoon, at Mrs. Spaulding's, 99 Beacon St. Will you please come? And I hope you will interest your friends and ask them to come too. I should be delighted to see Mr. Savage there. Perhaps if you tell him that I am trying to make the lives of many little helpless blind children good and happy he will ask his people to help me. I want to see you and Sumner very much; please try to come to my tea. I wish I could write you a longer letter but I must not now. Lovingly yours,

HELEN KELLER.

SOUTH BOSTON, May 20th, 1892.

MY DEAR MRS. HAYES:—Will you please tell the young ladies whom I met at the kindergarten that the tea I told them I was going to give, will be at Mrs. Spaulding's, 99 Beacon street, next Tuesday afternoon, from three to six? I hope I shall have the pleasure of seeing many of them there. The tea is in aid of the little sightless children who must live in darkness and ignorance unless kind people help Mr. Anagnos to build another pleasant home for them, where they will be tenderly and wisely cared for, and allowed to grow in beauty and goodness.

Please give my love to the young ladies and think of me always as your loving little friend,

HELEN KELLER.

SOUTH BOSTON, May 19th, 1892.

MY DEAR MISS GRACE:—The preparations for my tea in aid of the kindergarten for little blind children are nearly completed. It will be given at Mrs. Spaulding's, 99 Beacon street, next Tuesday afternoon. Will you please come? And will you tell your friends and ask them to come too? I am sure they will all be interested if you tell them that I am trying to make the lives of many little helpless children bright and happy. Do come and help me. Please give my love to your mother and sisters, and believe me, lovingly yours,

HELEN KELLER.

The attendance of her beloved friends, Bishop Brooks and Dr. Oliver Wendell Holmes, was secured by a personal call on the former and the following note to the latter:—

SOUTH BOSTON, May 21st, 1892.

DEAR, GENTLE POET:—I am going to have a tea, in aid of the kindergarten for little sightless children, next Tuesday afternoon,

from three to six, at Mrs. Spaulding's, 99 Beacon street. I shall be more happy than words can express if you can be there. I take very great pleasure in sending you tickets for yourself and Judge Holmes, and I shall look forward to seeing you both on Tuesday.

I was delighted with your kind letter, and I shall always keep it with my choicest treasures.

With warmest love, I am your little friend,

HELEN KELLER.

Invitations were also sent to Dr. Edward Everett Hale, Mrs. Julia Ward Howe, Mrs. Louise Chandler Moulton, Mr. and Mrs. Edward H. Clement, Rev. Julius H. Ward and several others.

To his excellency, the Governor of Massachusetts, Helen wrote the following letter:—

SOUTH BOSTON, May 20th, 1892.

DEAR GOVERNOR RUSSELL:—I am going to have a tea in aid of the kindergarten for little sightless children, next Tuesday afternoon, from three to six, at Mrs. Spaulding's, 99 Beacon street, and I shall be very happy indeed if you can be there. I take great pleasure in sending you tickets for yourself and Mrs. Russell and the dear little boys, Richard and William. I shall look forward to seeing you on that day.

It is with delight that I remember my visit to the State House, and I shall always think of the first governor I ever saw, with the pleasantest feelings.

With kindest love for the little boys and Mrs. Russell, I am your little friend,

HELEN KELLER.

Governor Russell was out of town on official business when this letter was posted. On his return

home he found it on his desk awaiting him, and he immediately sent a courteous and graceful acknowledgment, expressing his regrets at his absence from the "tea" and explaining the reason why he had failed to be there.

While Helen was in the midst of her labors she received from Miss Anna Louise Partridge, of Augusta, Maine, the following letter, which speaks for itself:—

AUGUSTA, ME., May 22nd, 1892.

MY DEAR LITTLE HELEN KELLER:—Perhaps you won't remember among the many, *many* friends of the Kindergarten for the Blind one who has done so *little* but *felt* so much for them; so I will introduce myself as Miss Partridge, from Augusta, Maine, whose little school last year gave a little entertainment, or "Kindergarten Recital," for the benefit of the Kindergarten for the Blind. We want to do it again this year about the 18th or 20th of June for the same purpose as before—the new building fund (that is if you think our little offering will be as acceptable there as anywhere).

Since we have arranged to do this, I hear that there is a movement in progress among the older children in town to give an entertainment for the Perkins Institute later, but think too much can not be done in such a good cause, and I want my little ones to feel their "mite" will still be worth the giving.

I have in my school thirty or more of the loveliest and most attractive little children in the city, with the happiest of homes (they are all under nine years of age), and it seemed to me specially appropriate that these happy little ones, should do something for the little ones in the Kindergarten for the Blind to help make *them* happy. They had sent flowers from time to time, but I wanted them to do *more*; so last year the use of our Unitarian church parlors was kindly given, and our little recital

was very much of a success. The children won the hearts of all present, and the parlors were filled to overflowing. I only hope we may do as well this year, but, of course, cannot be sure. I am going to ask you, if you wouldn't like to write a letter to these little children of mine, many of whom met you last summer at Gardiner and *all* of whom know about you and speak of you *most lovingly* — as I think one word from you, which the children and their parents could see, would do more than many of mine to awaken an interest and let them know what a *blessing* this Kindergarten for the Blind is to these little blind children, some of whom (like your little Tommy Stringer) have never known a real home before. I have read of the "tea" which you are to give very soon, and I know it can but be all you would wish, and feel sure it must be very successful. I know how very much occupied your time must be, but I thought if you could only write just a few lines (as soon as you conveniently could before you went away) to these, my little pupils, who I hope will grow up in such a way as to seek and find their greatest happiness in "doing good to others," I would consider it a great favor, and hope it would prove one too to the little blind children. With best wishes for your happiness, cordially your friend,

ANNA LOUISE PARTRIDGE.

It was with great delight, that Helen heard of the entertainment which the children of Miss Partridge's little school proposed to give in aid of the kindergarten for the blind, and in compliance with the request contained in the above letter, she sent the following note:—

MY DEAR MISS PARTRIDGE:—Of course I am glad to write a letter to my little friends in Augusta. I am delighted to hear that they are going to give an entertainment in aid of the Kindergarten. It is beautiful to think that these happy little children,

who live in pleasant homes and are watched over and cared for by loving parents, are working for other little ones who are not so blessed as themselves. They will, I am sure, find great happiness in the thought that they are helping with their love and sympathy to make the lives of little blind children more bright. Please give them my love and best wishes for the success of their entertainment, and believe me, with much love and kind wishes,

Your little friend,

HELEN KELLER.

At last the twenty-fourth of May, the appointed date for the festival, came. The day was one of the loveliest of the season. The sun shone brightly, and the air was clear and balmy. The walk through the public garden, dressed in its charming spring attire and ringing with the melodious music of the birds, which were sweetly singing their carols under the fragrant blossoms of the trees, formed a prelude or introduction to the entertainment proper, the Spaulding house being situated near by. The great mansion with its handsome furnishings and the fine view from its windows made an appropriate frame for the animated picture of the assembled guests who thronged the parlors and surrounded the young hostess. "Mrs. Spaulding graciously effaced herself in making every body comfortable, and was everywhere at once in the pervading sense of tactful management and harmonious adjustment of guests and service."

The flower table was in charge of Miss Rosalind Richards, Miss Marion Pearce, Miss Susan Brooks and Miss Alice Pitts. Four young ladies presided

over the candy table,—Miss De Wolf, Miss Eleanor Gray, Miss Elsie Talbot and Miss Mary L. Hubbell. Tea was dispensed by the Misses Agnes and Gertrude Brooks, Miss Eloise Derby, Miss Marian Appleton and Miss Marian Lawrence. Music was furnished by Helen's schoolmates,—Miss Mary H. Hoisington, Miss Edna A. Joslyn, Henry R. W. Miles, and Henry E. Mozealous.

The attendance was very large. The eagerness with which the public responded to Helen's announcement gave unmistakable evidence of the hold which she has upon all classes of people. An immense number of literary and benevolent persons, representative of the thought, culture, learning, best social type and philanthropy of this community, flocked together under the hospitable roof of Mrs. Spaulding to pay homage to the genius of the wonderful child and to aid her in her mission of love and mercy.

Helen has seldom appeared to better advantage than on this occasion. Her resources proved to be inexhaustible and always at command. She received everyone with unfailing joyousness and cordiality, now chatting merrily with Bishop Brooks and Mrs. Howe, or laughing heartily with Dr. Holmes and Dr. Hale, now embracing a child who had come to bring her a contribution for the kindergarten, now shaking by the hand a lady of four score and nine who was very desirous of seeing her, now inquiring of Mr. Bates the name of his boy, or of Mr. Chamberlin how

little Corda was, now giving a rose with a kiss to a timid tiny girl who was anxious to approach her, now sending a sweet message of affection and best wishes to some absent friend, who was not able to attend, and always saying pleasant words and rendering warm thanks to each and all for their active interest in the cause of the education of the blind.

The grace of her gentle touch,
The heart that cares for all so much,
The noble mien, the noble face,
All fit her for a high place.

The "tea" proved a delightful festival, and its results verified fully Helen's highest expectations. It was a most brilliant success not only in numerical attendance but socially and financially as well.

The affair called forth much generous and appreciative comment, showing the strong, loving interest which the heroine of the occasion roused in the breast of everyone. It is impossible to describe the enthusiasm with which she was received. The newspapers were full of glowing accounts of this unique event. The "Listener" spoke of it in the columns of the *Evening Transcript* as follows:—

All Boston was at Helen Keller's feet yesterday afternoon. "I did not know you had so many friends, Helen," a gentleman said to her, after waiting a long time in the crush for his turn to greet her. "All the people in Boston are my friends," she answered, smiling not confidently, but gratefully, in her seraphic way. Only a moment before the room had rung with laughter when Dr.

Holmes (who, by the way, did not look any older nor step any older than he did ten years ago) was chatting with Helen. But it was really no laughing matter when she assured him that really she had not been deceiving him all the while and that she does *not* possess eyes to see and ears to hear! Her case almost seems a reversal of the scriptures; it is as much as to say to the world, "He that hath not ears to hear, let *him* hear; and he that hath not eyes to see, let *him* see." Helen's face wore a rapt and somewhat excited expression as all the people passed in review before her, but that she was in perfect mastery of herself was shown by her quick recognition of her friends as they grasped her hands, and her special word for each acquaintance. It is a high sort of presence of mind that enables one who is "receiving" to say the proper word in the case of every person in a great crowd. The power to recognize instantly an acquaintance by a mere grasp of the hand seems a wonderful thing to us who have learned to depend entirely on our eyes, and it must seem scarcely less so to the blind who learn to depend upon their ears. But we simply do not know what a vast deal of differentiation there is in hand-grasps. To Helen herself, as it was to Laura Bridgman, probably it is hard to understand how people can regard it as so wonderful. Helen's gift of always saying the proper thing and making exactly the proper inquiries is probably much more wonderful.

It was pleasant to think that the Kindergarten for the Blind was profiting so famously by Helen's earnest and nervous work for it, and by the universal and generous interest in her. People could not have invested their dollars in a nobler cause.

The correspondent of the *Salem Gazette*, Miss L. F. S. Barnard, wrote a most interesting description of the occasion, which we copy in full.

BOSTON, May 26, 1892.

The sun, which refused to shine for so many days, at last consented to appear on the day of Helen Keller's tea. All Boston

seemed to be pouring into Mrs. Spaulding's elegant Beacon street house, rich with its pictures, carvings, and beautiful ornaments, but most wonderful of all was the young hostess.

Clad in an embroidered white muslin, a pink sash about her waist, and hosts of friends about her, she expressed herself as being "perfectly happy," and certainly she looked it. Miss Sullivan, the delicate-faced teacher, who more than all others has brought light unto darkness, stood close beside her charge, who tightly clasped her hand, and often turned to embrace her.

Such a happy, rapturous face! No sign of deprivation, darkness or suspicion, but life, light and love. "I love everybody," she said, kissing the little children, taking them in her arms, and passing her hand lightly over their faces and hair.

When Bishop Brooks's coming was made known to her, she stepped forward, stretched out her arms till she grasped him, and then gave him a hearty kiss. Dr. Hale was received in the same loving manner, and he held some lively conversation with her, which she interpreted by putting her finger on his lips. Young and old hung about her, fascinated by her wonderful gifts, and to every one presented she said some word of greeting. On being asked if she liked Boston, she said, "Oh, yes, it is the city of kind hearts."

The idea of giving a tea was her own, and one from which she could not be turned. She could and would aid the blind children, and every movement and word showed how much interested she was in making it a success. Never languid, never weary, she grasped hands, exchanged greetings, and was on the alert for anything that might happen. Little children, almost babies, crowded about her, one old lady of eighty-nine pressed forward to see her, and numerous celebrities joined the throng to see the latest wonder of the world. Laura Bridgman, wonderful though she was, lacked much when compared with Helen, whose poetical nature seems to have a rare insight into things hidden and unseen. The sweet smile which wreathes her beautiful mouth has no affectation about it; it is a natural expression of the love and light

within. Her eyes were lifted upward as if she drew inspiration from above, and her feet were so full of happiness that she could scarcely stand still, but lightly danced back and forth in her pleasure.

"Perfectly happy!" Yes, she looked it. Forgetting self and deprivations in her joy at being able to help others, and practical enough to reckon up in her busy head what the profits would probably be.

Back and forth from one spacious parlor to another she moved, the crowd following her, only a few dropping off from time to time to purchase flowers or sweets from the dainty tables, or passing into the rear room where hot drinks and cool creams were served from the flower laden table.

Musical selections were given from time to time, but the throngs came to see this gifted child and cared for little else. A child in years, though well developed in body and mind. Mr. Anagnos, one of her dearest friends, was often by her side, holding her soft, white hand in his as he tapped his message on her palm, a message of good cheer often, for she laughed heartily after getting it.

So the afternoon passed away, brightly, cheerily, and as the people passed from her radiant presence into the beautiful sunshine without, probably each person thought "If she can be so happy, why then can not I?"

All who joy would win
Must share it—
Happiness was born a twin.

One of Helen's guests, Mrs. James Tucker, was so deeply impressed with the child's charming appearance and demeanor that she wrote the following sonnet, which was published in the *Evening Transcript* under the *nom de plume* Margaret May:

TO HELEN KELLER.

Dear child, we dream not of thy fettered pain,
 Shut in from all life's harmonies, with silent ear
 Which answers not to bird-song, or the strain
 Of grand symphonic music, we may hear;
 We cannot know the darkness thou must feel,
 With only sense of warmth or chill, or odor sweet,
 Or touch of velvet petal, to reveal
 The spring with bloom of flowers, and green turf, neath thy feet.

But ah! with keener sense of all these things,
 Revealed by intuition, doubly strong in thee,
 With pure, glad soul, which soars on buoyant wings,
 But helpless to pour forth its throbbing melody;
 God give to thee, sweet girl, that subtler sense
 To guard thee from th' approach of treachery and wrong.
 May true love bring thee some faint recompense
 To swell the inner gladness of thy voiceless song!

Helen was elated by the grand success of her undertaking. From the very beginning she had been sure, that the "city of kind hearts" would not allow it to fail, and she was filled with joy when she found that she was right in her faith. The first letter in which she gave utterance to her delight, was written the next day to her dear friend, Miss Clara Thorndike Endicott, who was not able to attend the tea. It read as follows:—

SOUTH BOSTON, May 25th, 1892.

MY DEAR MISS ENDICOTT:—I was very sorry indeed that you were not able to come to my tea yesterday. It was a great success. I think we made more than a thousand dollars, and more love and sympathy was expressed for the little sightless children than could be represented by much more money. I thought of

you and your dear father several times and wished you were both there to enjoy everything with me. My beloved friend, Bishop Brooks, my gentle poet, Dr. Holmes, my dear cousin, Dr. Hale, and many, many other good and wise people came and made us glad by their presence. But I will come and tell you all about it tomorrow, if I may? I am going home next week and I would like to say goodbye before I go; but I should not like to weary you. Please give my love to Mr. Endicott and tell him I did not think so much tea would be good for teacher so I asked some other friends to come and drink nine cups for her. I am very glad that you are better and hope when I hear from you this summer you will tell me that you are quite well again.

Lovingly yours,

HELEN KELLER.

To another friend, Miss E. P. Whitney of West Newton, she wrote as follows:—

SOUTH BOSTON, May 25th, 1892.

MY DEAR MISS WHITNEY:—I am very sorry that you could not come to my tea. It was a great success. I thank you very much for the five dollars which you sent me for the little sightless ones, and I enclose a note of thanks for Charlotte. I hope sometime I shall have the pleasure of seeing you.

With love and best wishes from your little friend,

HELEN KELLER.

Thank you, dear Charlotte, for the fifty cents which you sent me for the dear little children who cannot see. It will help bring light and gladness into their lives, and you, too, will be happier for having done a kind deed.

I am your little friend,

HELEN KELLER.

To the munificent benefactress of the little blind children, Mrs. Warren B. Potter, whose order for tickets was received after the tea was over, Helen sent the following message of explanation and love:—

SOUTH BOSTON, May 26th, 1892.

MY DEAR MRS. POTTER:—I was very sorry indeed when I heard that your order for tickets to my tea came after it was over. It would have given me great pleasure to have seen you there; for I know what a good friend you have been to little sightless children, and that you have done much to make their lives bright and happy. I love you because your heart is kind and full of gentleness and sympathy, and I want you to know that I love you even though we have never met.

My tea was a great success!

Ever your little friend,

HELEN KELLER.

The valuable assistance, which Miss Caroline Derby rendered to the success of the entertainment, was appropriately acknowledged in the following letter, overflowing with joy and enthusiasm:—

SOUTH BOSTON, May 26th, 1892.

DEAR MISS CARRIE:—I am more happy than words can express over the success of my tea. I think it is always so, when our hearts are brimful of joy and gratitude we never know exactly what to say; but I like to think that God knows all that we feel even though our language be ever so imperfect. And you, dear Miss Carrie, must try to imagine the happiness that I feel this beautiful May morning. I thank you most emphatically for all you have done to make my tea a success. I am sure we shall always find a sweet pleasure in the thought that we have helped a little to brighten the lives of many afflicted children. Mr. Anag-

nos says, we made about eleven hundred dollars. Is it not splendid? Come on Saturday after three.

Please give my love to your dear aunt, and believe me, with warm love, affectionately yours,

HELEN KELLER.

One of the earliest and staunchest friends of the kindergarten, Miss Charlotte M. Haven, of Portsmouth, N.H., sent to Helen a contribution of ten dollars for her "tea," enclosed in the following letter:—

PORTSMOUTH, N.H., May 23rd, 1892.

MY DEAR YOUNG FRIEND:—I have just read your letter to Mrs. Barrows, in the last "Christian Register," and most truly wish I could attend the "tea," tomorrow afternoon you have so kindly purposed,—to be given in behalf of the little blind children. But as I have been an invalid for many years, and unable to go out, it will not be possible for me to be present,—nor could I, even if living in Boston. But I feel a deep interest in the sightless little children, and in the kindergarten that will benefit and aid them so much,—and so I enclose to you \$10, to add to any you may receive from the sale of tickets for the tea. Please use it as you think best.

I should love much to see you, for I do not feel that you are a stranger. My best wishes are with you, for a very pleasant and happy summer in your own dear home. The season here is later; but now it is very beautiful; and I wish you could look into our pleasant, old garden, this afternoon as the sun shines upon the old apple trees, laden with blossoms, and so fresh and fragrant, after the heavy rain of yesterday, while the grass beneath, is of an emerald green.

Two beautiful orioles are flitting among the blossoms,—the robins are building a nest in the pear tree near my window, which is nearly a hundred years old,—and a delicate little yellow bird is making a home in the syringa bush close by.

This scene, so full of beauty and this rich unfolding of a renewed life all around us, reminds me of Lowell's beautiful lines in "The Vision of Sir Launfal," "And what is so rare as a day in June" — for June will soon greet us again.

Again, accept my best and kindest wishes for the months to come; — and with much love believe me,

Affectionately your friend,

CHARLOTTE M. HAVEN.

Helen was highly pleased with the contents of this most kind and interesting letter, and as soon as she found a few minutes of leisure she sent the following reply: —

SOUTH BOSTON, June 1st, 1892.

MY DEAR MISS HAVEN: — I thank you very much for your sweet letter, and for the warm interest you take in little blind children. I do not feel as if you were a stranger to me, because your letters tell me a great deal about you. I know that you love the beautiful flowers, the little birds, and the lovely June days. I also love these beautiful things with my whole soul, and so we are warm friends. I thank you in behalf of the little blind children for your unfailing kindness to them. My tea was a great success. We made eleven hundred and thirty-five dollars. I am very happy indeed, and very grateful to the kind friends who helped me carry out my little plan. I am going home to-morrow.

Believe me, dear lady, your loving little friend,

HELEN KELLER.

Another contribution of five dollars, enclosed in the following letter from an invalid lady, was received by Helen on the day previous to that of her "tea": —

ROXBURY, MASS., May 22nd, 1892.

Though an entire stranger, I must say, my dear Helen, because of my warm interest in you, and unfailing love for children, so

many of whom I had the care of through my long life, and with so much enjoyment, I do not feel *you* are a stranger to me. I have heard so much about you, but it would give me great pleasure to know you personally, to take you by the hand and look into your face, as perhaps I might have the opportunity of doing, if I were not an invalid and unable to go about much. I have some little nieces and nephews in Plattsburgh, New York, who are very much interested in all I can send them about you, and in your kind thought for, and love of, your little deaf, dumb and blind friend, "Tommy." I hope your many friends will fill your little purse very full, in his behalf, for your dear sake as well as his. I want to put my small mite in it, and enclose \$5.00 — five dollars — which you are to make use of, as seemeth to you best. I wish it were one hundred times as much, but every little helps. I hope your "tea," which you mention in your *Transcript* letter, will prove a great success. Not having seen any notice of it, I do not know what it is to be, or has been, if it already has taken place. I should be delighted to hear from you, but you have so many personal friends to write to I hardly feel I ought to ask for such a favor! I would like to hear the money reaches you safely. Not knowing your address, I shall send, through your, and my, very dear friend, Rev. E. E. Hale, whom you must love very much, as do all who are blessed by his friendship. I hope you have quite recovered from your recent illness and that your little friend, to whom you have been as a dear and loving sister, is well and happy. Will you tell him an old lady friend sends her love and good wishes, as she also does to you, dear Helen. I know you are enjoying the beautiful waking up of spring, after the long winter's sleep. Your spirit feels it all, and is made happy thereby, is it not? The dear and loving Father in Heaven keep and bless you ever more. With heart-felt interest and all the love you will accept, ever your true friend,

MARY R. HUDSON.

To this touching letter Helen replied as follows:—

SOUTH BOSTON, June 1st, 1892.

VERY DEAR FRIEND:—I cannot leave Boston without sending you a loving message. I enjoyed your kind letter very much indeed, and I have wanted to write to you and thank you for it, and for the five dollars which you sent me, but I have been very busy. Tomorrow I start for the South with my dear teacher. If I were not going away so soon, I would certainly come and see you. It fills my heart with gratitude to think I have so many loving friends. Dear little Tommy is doing well. You will be pleased to hear that my tea was a great success. We made more than eleven hundred dollars, and many new friends for little sightless children. I am very, very happy because I have been able to do something for the little ones who are not so blessed in many ways as I am. I would like to write you a longer letter, but I must not to-day. I have still several notes to write and feel rather tired. I shall think of you often this summer, and I shall always be very happy to hear from you. I am with much love and many thanks for your warm interest in the little blind children,

Affectionately yours,

HELEN KELLER.

A gift of five dollars from Mr. Charles G. Chase, of Brookline, with whom Helen had spent a very pleasant afternoon at the Wheaton Seminary in Norton, was acknowledged as follows:—

SOUTH BOSTON, May 26th, 1892.

MY DEAR MR. CHASE:—I am very sorry indeed that you could not come to my tea. I should have written to you about it, but I thought the newspapers would tell everything. Please accept many thanks for the five dollars you sent me. It was very kind of you to send it when you could not come.

I shall always remember my visit to Wheaton Seminary with pleasure, and I hope when you see the teachers and scholars again you will give them my love.

Teacher and Mr. Anagnos send their kind regards and best wishes.

Remember me kindly to Mrs. Chase, and believe me,

Your loving little friend,

HELEN KELLER.

On being informed that Miss Camilla H. Shinkle, one of the students at Mrs. S. H. Hayes' private school, had sent a generous gift of money to the kindergarten, Helen hastened to write her as follows:—

SOUTH BOSTON, May 28th, 1892.

MY DEAR MISS SHINKLE:—I have just heard of your generous gift to the kindergarten for little blind children, and I want to thank you in behalf of the helpless little ones whose lives will be made more bright because of your tender sympathy. I am sure you will always remember with pleasure this kind deed. I do believe the very sunshine will seem more bright and clear to you now that you have brought light and music into the lives of others.

Hoping that I shall see you again sometime, I remain,

Lovingly your friend,

HELEN KELLER.

To a letter from Mrs. Mary E. Stearns, expressing deep sympathy for the little blind children, Helen responded as follows:—

SOUTH BOSTON, May 28th, 1892.

MY DEAR MRS. STEARNS:—Your kind letter makes me feel as if I had always known you, and your loving sympathy for the little blind children makes me love you dearly. I should like very much indeed to see your beautiful garden. I love the spring-time

because it is so full of beauty and renewed life. My spirit feels the beauty that is all about me and I rejoice in it. I was pleased to hear about your noble husband, and I am very grateful to you for sending me the poem which so beautifully describes his brave, unselfish life.

Please accept my best and kindest wishes and believe me

Affectionately your child-friend,

HELEN KELLER.

The receipt of some home made bon-bons, sent to Helen for her "tea," was acknowledged as follows: —

SOUTH BOSTON, May 28th, 1892.

MY DEAR MISS MIELLÉZ: — Please accept many thanks for the bon-bons which you were so very kind as to make and send to my tea, and believe me, with love and best wishes,

Sincerely yours,

HELEN KELLER.

Mr. George B. Knapp of Boston, one of the most faithful friends of the blind, sent a contribution of twenty dollars, accompanied by the following note: —

BOSTON, May 27th, 1892.

DEAR HELEN: — As it was not convenient for Mrs. Knapp and me to attend your tea last Tuesday, I wish you to accept the enclosed twenty dollars and add it to the sum you received that day in aid of the Kindergarten.

Wishing for you a very happy summer, and hoping that your many loving friends here in Boston may have the pleasure of welcoming you back in the autumn refreshed and in perfect health,
I am,

Sincerely your friend,

GEORGE B. KNAPP.

Helen acknowledged the receipt of the gift as follows:—

SOUTH BOSTON, June 1st, 1892.

MY DEAR MR. KNAPP:—Please accept many thanks for the twenty dollars which you sent me. I am sorry that you and Mrs. Knapp could not come to my tea. It was delightful to see so many dear friends, and I was very, very happy all day. You will be glad to hear that we made eleven hundred and thirty-five dollars. It makes my heart beat very fast with joy to think how many little lives that sum will make more bright. Please give my love to your dear wife, and believe me,

Your loving little friend,

HELEN KELLER.

A little boy, to whom Helen gave a bunch of flowers at the reception, sent her a contribution with the following note:—

49 COMMONWEALTH AVE., May 26th, 1892.

Charles Torrey Allen, the little boy with curls, to whom dear Helen gave a bunch of sweet flowers at the recent kindergarten reception, sends with his love and every good wish the enclosed mite to add to her kindergarten fund.

Helen acknowledged the gift as follows:—

MASTER CHARLES TORREY ALLEN.

DEAR LITTLE BOY:—I thank you very much for remembering me, and I am glad that your little heart is full of love for the little blind children. I hope you will always be as dear and good and loving as you were when I saw you at the kindergarten reception. Please give my love to your mamma, and tell her to kiss you for me.

Lovingly your friend,

HELEN KELLER.

It is needless to observe, that Helen wrote these acknowledgments readily and cheerfully and never showed the least impatience or murmured at the immense amount of work which devolved upon her. She was anxious to please every body and had no time to think of her fatigue.

Finally the account of the receipts of the "tea" was closed, and it was found that the net proceeds amounted to \$1,135.00. For this sum Helen sent a cheque to Mr. Edward Jackson, treasurer of the kindergarten, with the following letter:

SOUTH BOSTON, May 28th, 1892.

• MY DEAR MR. JACKSON: — I take very great pleasure in sending you the enclosed check for eleven hundred and thirty-five dollars. It represents the net proceeds of my tea in aid of the kindergarten for little blind children. I would like to add this sum to the building fund, and when I return, in the autumn I shall give another tea to raise money for the support of the little boys and girls who are to find happiness and joy in this beautiful new home. The kind people of Boston will not forget that after the building is completed more money will be needed to carry on the good work. No, they will not forget this and they will not let dear Mr. Anagnos plead in vain for the little ones whose lives will be made bright and helpful in the child's garden. He will not wait very long for sufficient money to continue his beautiful and benevolent work.

I am very grateful to all those who in any way helped to make my tea a success, and I hope you will find an opportunity of expressing my warm thanks and grateful acknowledgments to the people of Boston for their many kindnesses to me. I am, with much love and best wishes, Your little friend,

• HELEN KELLER.

A few contributions, received several weeks later, brought up the total amount of the net proceeds to \$1,156.00.

As soon as the business matters involved in Helen's undertaking had all been brought to a successful termination, she was quite ready to start for the south in obedience to the wishes of her parents ; but, although she was tired out after going through such arduous labors, she could not think of leaving Boston without expressing in adequate language her sense of obligation to those who more than all others had helped to make her entertainment a grand success. To Mrs. Spaulding, whose thoughtful kindness and benevolent hospitality will be always remembered with deep gratitude, she wrote as follows :

SOUTH BOSTON, May 30, 1892.

MY DEAR MRS. SPAULDING : — I have not written to you before because I have been very, very busy attending to my business letters. Did you ever hear of a little girl before who had so many business letters to write? Every day I have to write to kind friends who send me money for the little blind children or Tommy, and I have a great many checks to endorse. Of course I love to do it because all the time I think that many little lives will be made glad if I do all I can to help them. My tea was a great success! We made eleven hundred and thirty-five dollars. You cannot imagine how delighted I was to send it all to Mr. Jackson! For I knew that my check represented more love and sympathy for little sightless children than a much greater sum could express. I shall never forget you and dear Miss Alice, and I thank you both for all you did to make my tea a success. I shall often think of you this summer, and my dear mother will be pleased to hear how kind you were to her little girl. I hope you will have a beautiful

summer in the lovely country, and come back to the city with a heart full of loving pity for all of God's unhappy children. I shall write to you again when I get home, and I shall always be very much pleased to receive a letter from you or Miss Alice.

Ever your loving little friend,

HELEN KELLER.

To her dear friend and benefactor, Mr. John P. Spaulding, who has a noble heart,—

As free to utter good deeds as to act them,

and whose numerous benefactions “proclaim him most generous,” Helen sent the following letter:—

SOUTH BOSTON, May 31st, 1892.

MY DEAR MR. SPAULDING:—I cannot leave this beloved city without thanking you for all your kindness to me. I have been trying to write to you ever since my tea, but I have been very busy, attending to other letters and I left yours until the last, feeling sure that you and Mrs. Spaulding would understand that I had a great deal to do. I can hardly tell you how happy I am over the success of my tea. I knew the kind people of Boston would not disappoint me when they understood that I was working for helpless little children. Boston is the City of Kind Hearts. Dear Bishop Brooks once told me that the most beautiful thing in all the world was Love, and I am sure the people of Boston believe this is true. There is nothing else but love. There is nothing else that makes life so rich and beautiful.

I shall always remember with pleasure and gratitude the beloved friends whom I shall leave in Boston, and you, dear Mr. Spaulding, must try to imagine how much your little friend loves you for she does not know how to tell you in words. Teacher, too, is deeply grateful for all you have done for her, and she sends her kind remembrance.

We expect to leave Boston Thursday morning, so I will say good bye to you now. I hope you will have a very pleasant summer, and you must think of me sometimes.

Lovingly your little friend,

HELEN KELLER

In addition to the letters of acknowledgment above given, Helen wrote *propriâ manû* many others both to children and to grown up people; but it would make the story of the entertainment too voluminous to insert any more of them here.

The reader cannot help noticing that the keynote of these letters is a profound love for humanity and a warm sympathy with afflicted children. They are invariably optimistic in their tone and breathe the spirit of hope and joy. That evil shall be banished and good shall prevail is the master thought in Helen's mind and the refrain of her writings. She firmly believes, that better and more prosperous days for her fellow sufferers are to come, and is glad to devote her talents and energies to the speedy realization of this dream. She has started an upward movement in their behalf, unconscious of the difficulties which lie in her path, and with a determined step, a hopeful smile, a kind, encouraging word and an unfailing readiness to lend a helping hand to every one who may falter, she —

Brightens the day
And lightens the way.

A writer has well observed, that "no flower blooming by the wayside or shedding its fragrance upon the

dreary wilderness, exhibits in a more marked degree the pencillings of heaven than this rare bud of genius."

WILLIE ELIZABETH ROBIN.

Why should we think it shame for youth to wear
A beauty portioned from the natural clay?
'Tis thine to teach us what dull hearts forget,
How near of kin we are to springing flowers.

—LEFROY.

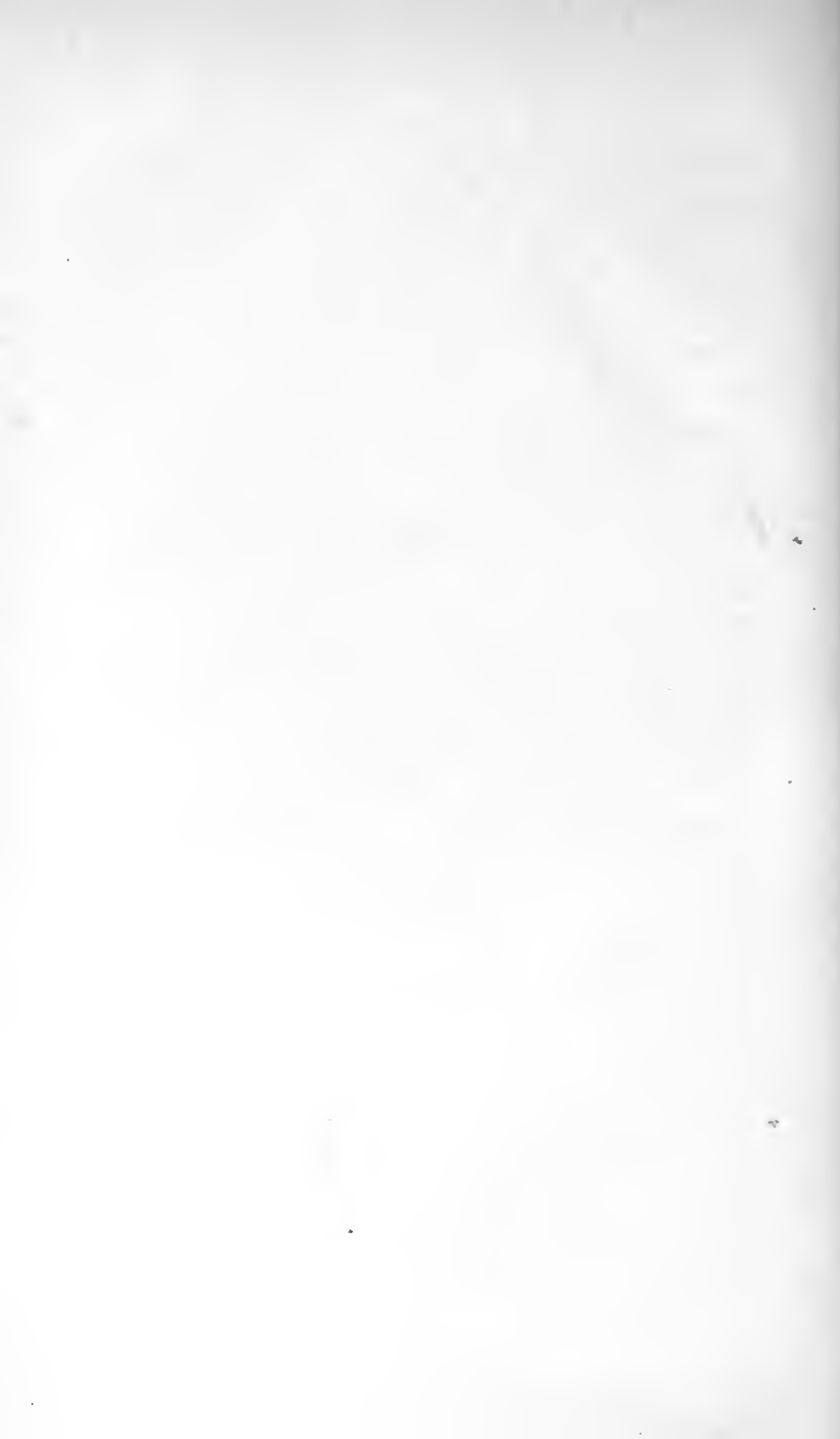
The past year has been a season of rapid growth and development for this beautiful little girl. The early indications of her ability have been verified as her education advanced, and there is more and more apparent a degree of intelligence and a varied capacity which, under wise direction, gives promise of a well balanced mind and a well rounded character.

Willie's health continues good and she has grown in stature and in flesh. Her cheeks are plump and rosy, and her sweet face now wears the joyous look of childhood in place of the serious and sometimes even sad expression, which rested there before the door of intercourse with her fellow-beings was opened by means of the manual alphabet.

She goes about the house and grounds with the greatest freedom and certainty, and seems happy in the sense of independence which this gives her. She would even like to extend her rambles beyond these limits, if it were thought safe to allow her to go out unattended. Her perceptions through her remaining



WILLIE ELIZABETH ROBIN.



senses are very acute and greatly assist in her freedom of locomotion. While taking a walk she has noticed the passing of an electric car and called her teacher's attention to it. At another time while sitting on the deck of the steamer to enjoy the fresh breeze and the smell of the salt water, she felt so keenly the vibrations produced by the blowing of the whistle, that she tried to imitate it audibly. At first she said "moo," but after repeated efforts she gave the sound more clearly.

She is an industrious little worker, yet she often dislikes to undertake new things, and her unwillingness to try sometimes amounts to stubbornness. When, however, she finds that there is no alternative, she will apply herself to the task and accomplish a great deal in a very short time. She likes to perform various household duties. She makes her bed neatly dusts the room, folds and puts away her clothes in an orderly manner, and is pleased when she is allowed to wipe dishes. Her kindergarten work is very well done; all her handiwork, indeed, gives evidence of the deftness of her fingers. At Christmas-tide she became so much interested in the gifts she was preparing, that she wanted to sew all the time. Her first Christmas-tide was that of 1891, for, until then, she had had no knowledge of the season. Her teacher explained to her something of its significance and talked with her about Santa Claus. Willie caught the spirit of the occasion and her eager little fingers were ambitious to express, in substantial form,

the "good will to men" to which her heart had just awakened. On Christmas eve she hung her stocking with the other children, and in the morning she was as eager as they to examine its contents and as happy in the result. But her greatest delight was in the Christmas tree. The gifts which it brought her gave her great pleasure, and she hugged them tightly in her arms lest one should slip, unperceived, from her grasp.

Willie has a nice sense of neatness and order and is disturbed when articles are misplaced or out of repair. She went to her teacher one afternoon saying, "Martha is a bad girl because she broke"—Here she paused, at a loss for the right word, so she went downstairs and produced a towel the loop of which was broken. Miss Thayer took this opportunity to teach her the word *loop*. Little Willie then took the towel to Martha and said to her, "Sew!—bad!" But her teacher told Willie that she was mistaken, that it was not Martha who had done the mischief, and asked her what she would say to the little girl whom she had wrongly accused. "Excuse me, Martha," said Willie, kissing her schoolmate. Still she was not satisfied to leave the towel. She uttered a little cry and said, "Sew—Miss Vose"; and only when her teacher told her that she might put it upon the table, where Miss Vose would see it, was she content.

She is fond of little Tom and knows that he, like herself, is deaf as well as blind. She often seeks him

when playtime comes and she has taken great delight in teaching him to make his bed.

Her progress in the various branches of her school work has been so even that it cannot be said that she is superior in handiwork, in numbers, in language, or in reading, but rather, that she is remarkable for excellence in *all* directions.

Her aversion to trying new things made the early lessons in language exceedingly difficult for teacher and pupil, and long after her teacher was sure that Willie understood and could answer many simple questions she was very reluctant to use the manual alphabet. The work of the first few months was therefore prolonged, but that she afterwards went on rapidly is evident from the following entry in her teacher's journal: —

DECEMBER 31, 1891. One year ago today Willie had her first lesson on the word *fan*. Today she has over six hundred words and is reading in a book.

Since that time her vocabulary has been increasing much more rapidly and is now sufficient to enable her to converse with pleasure on subjects within the range of her understanding.

Before her kindergarten training could begin some knowledge of language was needful to enable her to work from verbal directions; for it has been the aim to have her follow the same course of instruction as her schoolmates and in exactly the same way, save that the directions which they received through oral

speech were given to her in the manual alphabet. As soon as her vocabulary was sufficient her intelligence and quickness of comprehension urged her onward with happy speed. Her teacher says : —

NOVEMBER 22, 1891. With the second gift Willie led her own lesson. When I had asked a few questions she took up the cube and began at once to talk about the number of square faces. These she told correctly and then spoke of the twelve edges and eight corners. With a little teaching she was able to find and name the twenty-four right angles. * * * She is now working on halves, quarters and eighths and made whole circles with them.

She is familiar with all the combinations of numbers up to twenty, and shows the same ability in elementary mathematics that she has manifested in other directions.

Willie took her first lesson in reading, September 17, 1891. This beginning seems to have been an exception to her usual reluctance to undertake new things, for she was so much interested in it that she was unwilling to leave it when the bell rang for recess. These reading lessons were added to the regular kindergarten course which she was taking, and but little time, daily, could be given to the subject, yet seven weeks later her teacher's journal mentions that "Willie has read the first one of the 'Stories for Little Readers.'" How intelligently she reads may be gathered from a record in the same journal of her answers to questions about a story which she had just been reading in raised print : —

TEACHER: *Where were the boys?*

WILLIE: *The boys were in the park.*

TEACHER: *How long did the boys play in the park?*

WILLIE: *They played until dark.*

TEACHER: *What did the boys then do?*

WILLIE: *They went home.*

TEACHER: *What did one of the boys have?*

WILLIE: *One of the boys had a sled.*

TEACHER: *Do you remember Myra's sled?*

WILLIE: *Yes.*

TEACHER: *What did you do with her sled?*

WILLIE: *Ride on snow* (showing, with her hands, how the snow came down, saying, "cold.")

TEACHER: *What else did the boy have?*

WILLIE: *The boy had a little dog.*

TEACHER: *What did this little dog do?*

WILLIE: *He ran and barked.*

TEACHER: *At what did he bark?*

WILLIE: *He barked at the carts.*

TEACHER: *Can you think why the dogs barked at the carts?*

WILLIE: *No! Dogs bark bad.*

TEACHER: *Do you like to see dogs?*

WILLIE: *Geneva's dogs.*

TEACHER: *What do dogs say?*

WILLIE: *Bow wow.* (This she tried to articulate.)

DECEMBER 1. Willie began the first steps in writing this morning. Her first work was to learn how to hold her pencil and to make vertical lines.

She has an instinctive desire for oral speech and this her teacher has encouraged and aided until Willie can now articulate from seventy-five to one hundred words. These contain nearly all the sounds of the English language. Some of them are words

of more than one syllable, as *water, towel, thimble, flower, window*. She has also learned to combine words so as to express some of her wishes or ideas orally. She will say, for example, *Come with me. Miss Vose is here. Where is Tom? I have two thumbs. Miss Markham has a muff. I wash my face in warm water.*

She is very happy in learning articulation, and when she finds that she can call some one by name and that her call will bring the person to her, she is delighted. The pitch of her voice is so natural and its tone is so pleasant that it seems probable she will learn to talk in a manner agreeable to those around her.

Drs. Donaldson and Burnham of Clark University visited Willie June 9, 1892, and made tests and measurements with the following results:—

Height, 1263 mm, minus 1 cm for shoes, 1253 mm.

Maximum length of head, 171 mm.

Maximum width of head, 143 mm.

Weight (Miss Thayer had recently weighed her), 54 lbs. minus 4 lbs. for clothing, 50 lbs.

Sense of discrimination, tested by identification of points touched, showed normal acuteness apparently. An attempt was made to test the sense of discrimination with the æsthesiometer, different parts of the hand were tested — finger-tips, palms, wrist, etc., but the right and wrong answers were about equally divided, irrespective of the place tested or of the distance of the compass points. Hence no data sufficient for any inference in regard to discriminative sensibility were obtained. Evidently she was not yet able to understand the experiment fully.

Memory span. Dr. Donaldson gave the figures. Miss Thayer repeated them to Willie at the rate at which she is accustomed to talk to her. Willie both received and expressed them with the right hand. Three figures were given first and were repeated correctly. Then four figures more were given and repeated correctly. Two tests were made. Five figures were given and repeated correctly once. Some difficulty was shown in recalling another series, she was inattentive, but when the teacher repeated the figures a second time, she gave them correctly. (This test should be thrown out.) Six figures were given and could be repeated only after they had been given a second time.

The test was made to see if there was any difference when Willie received with the right hand and expressed with the left. She did not succeed very well in this. Three figures were given once and correctly repeated. She was somewhat fatigued. It was interesting to note, however, that she had a tendency to repeat figures with her left hand, at the same time that her teacher was giving them to her in her right hand. From this test it appeared that the memory span is at least three or four figures.

Willie commenced with the first kindergarten gift March 1, 1891. A year and a half later she had completed the full kindergarten course of two years, and was ready to begin primary work. When we consider the amount and variety of her attainments in the short period she has been under instruction, her progress seems marvellous. Late in December, 1890, she entered the kindergarten, a healthy, vigorous child of six and a half years, with a pretty, though sad, face and a rude and repellent manner. She manifested no love for any one but violently repulsed those who tried to caress her. By crossing her arms upon her breast, and other rude signs

she could express a few of her immediate physical needs, but nothing more. The world was quite shut out from her knowledge, and she had no means of intercourse with any human being. Twenty-one months have passed and in that brief interval she has learned a language and can talk with her fingers; she has taken the full kindergarten course, and its weaving, pasting, folding, sewing, and all its handiwork have been beautifully executed by her skilful fingers, while her intelligent mind has learned to work from directions, to describe clearly, and to perform accurately its simple mathematics. She takes her part in the kindergarten games and in the gymnastic exercises of her schoolmates. She reads embossed books, and to say that she has learned to spell is needless, since her acquaintance with language was made by spelling every word in the manual alphabet. She is learning to write with pencil and has already made a good beginning in oral speech. What little girl with all her senses could have accomplished more than this in the short space of twenty-one months!

With all this mental and physical growth and the development of manual dexterity, there is a corresponding unfolding of the finer elements of her nature. Her dormant affections have been awakened; she loves her teacher, schoolmates and friends, and gladly receives and bestows caresses and other tokens of affection. Her reason is helping her to govern her strong will, and her intercourse with

those around her, while it is stimulating and broadening her mind and softening her heart, has already brought within her reach the natural and innocent delights of happy childhood.

During the summer vacation Willie spent nine or ten weeks with the Misses Poulsson. This occurrence was a most fortunate one for the little girl. She could not have been placed under better or more desirable influences. Miss Anna Emily Poulsson, a graduate of the parent school, is endowed with a rare talent for educating children. Her success as kindergartner in one of the leading families of Boston and as a writer of juvenile literature secured for her a prominent position in the pedagogical ranks. Both she and her sister devoted themselves to the care and comfort of Willie with loving kindness, helpful discretion and marked sagacity. They watched over the child with parental solicitude and kept an exact record of her words and deeds. These were recently woven by Miss Laura E. Poulsson into a most interesting and fascinating narrative, and I am under great obligations to her for the following extracts which were copied from her manuscript with her kind permission.

Willie was allotted a pretty room and her belongings were arranged in it for her; then she was shown how everything was disposed so that she would not be at a loss to get articles that she needed. She is an orderly being, and accustomed, like the other children at the kindergarten, to some of the daily care of her own room; so every morning before breakfast her bedclothes had a

vigorous pulling apart and spreading out preparatory to the neat and systematic bed-making which came later. On the first morning after her arrival the servant put Willie's room in order as a matter of course. When Willie went upstairs and found the work done, she made great investigations and expressed some dissatisfaction. Her nightdress was *rolled*, not neatly folded! And there was actually a *wrinkle* in the sheet which could be felt through the counterpane. How shocking! Out came the nightdress in a twinkling. It was unfurled with a swift dramatic sweep, carefully folded, and laid smoothly at the back of the pillow. The sheet was pulled up, the pillow spatted into elegant shape and satisfaction reigned.

It was explained to Willie that Susan had only the best intentions in making the bed and that she had not known how nicely little girls could do that for themselves. And Susan was instructed to give Willie the opportunity of keeping up her useful and tidy habits. So, every day, after breakfast, Willie flitted upstairs and arranged her room with neatness and dispatch before proceeding to anything else.

It was amusing to watch the graceful child as she made her dainty toilet. Though some one was always in her room or near at hand to render help if necessary, Willie was often unconscious of the observing eye. How she *loved* a good refreshing bath! How she *laved* and splashed herself! And how vigorously and minutely she attended to the proper drying of her pretty body!

The bath being over, next came the putting on of the soft wrapper and pink knitted slippers, the letting out of the bath water, and then the trip to her own room for the completion of her toilet. When the time came for arranging her hair, if allowed the valued privilege of doing it herself, she would stand before the bureau tugging at the tangles until every hair was straight and free. Then would come the brushing, continued till the gold shone out and the surface felt glossy as satin to her tiny palm. After this there was the braiding, and the tying,—first with string and then with ribbon;—and when all was completed, it was gen-

erally a very trig looking little headpiece that was submitted for inspection. The braid might have a few hairs askew, the string might not be quite concealed by the overlaid ribbon, but the golden sheen of the bang had never a cross line to mar it.

The same appreciation of the beauty of order, the same graceful deftness and willingness to heap up the measure of doing, were shown in all that this small lady did, whether task or play. There was not the least vanity in her toilet elaborations nor in the regard which she had for her best hats and frocks. These were attended to and appreciated in their proper time and place, and that was all.

Willie soon knew the house perfectly. An abounding love of physical freedom, due to the normalness of the child-nature, generally led her into leaps and rushes when going up or down stairs, and it was delightful to see the lively dash she would make the instant her groping hand had found the newel-post. Her sense of direction is strong and she seldom made mistakes in starting or turning when going about the house, or in facing toward home after having made a call. That she might indulge in a good free run without danger from obstructions she was taken sometimes to a grassy slope in Boston common, where, in the cool and pleasant dusk, she could have a fine scamper. Such fun as it was, playing tag, running races and sitting on the grass between-times tying rings of grass upon each other's fingers! The only drawback to complete bliss in connection with this last pastime, was Willie's magnified expectation as to the length of time one should keep a grass ring *en évidence*. Those which she tied with the utmost care on the fingers of her grown up companion always disappeared before her own, which, with suitable treatment, lasted a day or two! She couldn't understand it.

During Willie's vacation the lady of the house undertook to do a little painting. The main part of the painting had been done previously, but that of the doorsills remained and the paint was on hand, and in danger of drying up. So it was decided to utilize the paint and get the job finished in spite of a few days' discom-

fort. The fact that the doorsills were to be made to look very fresh and nice, with first a coat of paint and then a coat of varnish, was explained to Willie. She entered into the spirit of the undertaking, rejoiced in the prospective freshness, and sympathized completely when told that Mistress Loretta would be sorry to have footmarks upon the newly-painted doorsills, and would be *so* glad if Willie would try to step over them as much as she could. To tell the truth, Mistress Loretta had made up her mind very calmly to a few little tracks of Willie's; but she had duly warned all the heavy, great-footed grown-ups of dire vengeance if *their* steps were imprinted upon her strips of paint or varnish. Well! *Every body in the house except Willie*, in moments of haste and forgetfulness, trod with varying depths of imprint upon those unfortunate sills, Mistress Loretta herself being no better than she should be in that respect; but no one ever saw Willie fail in remembrance or make a misstep as long as the embargo lasted. When she came to a doorway she would put out her hands to its sides, consider a second or two, and then take the long step which was going to please Mistress Loretta and preserve the beauty of the house. The dear child could have cleared half a dozen doorsills with the generous stride she made, bless her!

One day Willie was riding in a horsecar when there came a great jar. "What was that?" spelled Willie's nimble fingers.

"A heavy wagon knocked against our horsecar," explained her friend. "What is *against*?" spelled Willie. Then came one of the word lessons which are given so often by the way with these children. "I knock my foot *against* yours"; "I push *against* you"; "The wind blows *against* your face"; spelled the friend, choosing sentences which she could illustrate to Willie then and there. Willie soon understood, was glad no one had been hurt and closed the discussion of the incident by remarking politely: "We will excuse the wagon."

Willie has a good friend in one of the three commissioners of police of Massachusetts. She calls him *vivá voce*, Papá Whiting, with a rising inflection on the last syllable. She had not been in

her vacation quarters very long before Papá Whiting's affection drew him there. Willie's joy was charming to behold. She beamed and nestled and talked with hands and tongue. She asked after all the members of his family, the servants, the pets. Then, on being told that Mr. Whiting had determined to learn to talk with her himself, she immediately undertook to give him a lesson, making the alphabet for him to copy, putting his fingers in shape when he did not succeed, and obliging him to persevere sometime after he would willingly have considered the lesson finished. Wise little Willie knew that *the pupil* was not adjudged the best gauger of a lesson's length! When Papá Whiting left, the child stood quietly by the closed door for a moment, then pressed an ardent kiss upon it and walked back into the parlor, her sweet face glowing with the radiance of affection.

Once while visiting at Mr. Whiting's country home she had had a capital chance to examine a hen, its nest, and a young brood of chickens. The hen submitted with much kindness to a tactual examination, and Willie learned a great deal. The memory of this was freshened by a little story which had been told her one morning about "Baby's Breakfast." This story relates how the cow, the hen, the bee and the baker all gave Baby something good for his breakfast and how the Baby thanked them. The next breakfast after this when eggs appeared on the table and Willie indulged in one, she spelled out in a sprightly way: "Thank you, Hen, for the egg." Then, waving her hand toward the window, she continued: "The hen is out of doors; far, far away."

She was always very dainty and ladylike in her table manners. No one could be more concerned than herself if she made a spot upon the linen. She fed herself very neatly, and kept the most seraphic patience when her fork went up again and again to her expectant mouth with nothing upon it to reward her labor and her expectations. Her sense of smell is very keen. She could tell what fruit there was upon the table before sitting down, and would often know the varieties of vegetables as they were carried into the room on a tray. The folding of her napkin was a work of

conscientious exactitude, though she showed signs sometimes that she would gladly have delegated the task to Susan if encouraged to that laxity. But Willie's friends felt in duty bound not to let her lose what had been gained in general training; so, though it was a plan much against the feelings of "the natural man," they tried to guide Willie in doing things for herself and others, rather than take the easier course of doing too much for her themselves.

If any one were a little "under the weather" and Willie discovered it, she was faithfully thoughtful in making inquiries and offering services. She had a slight indisposition during the summer vacation, and was naturally watched with great care. She knew that she was in an atmosphere of sympathy and love, and therefore accepted it all in good part when, on coming down to breakfast one morning at this time, her friends failed in making the usual polite inquiries after her state of health. She gave her pretty cheerful greetings, and settled down to the eating of fruit and porridge, but soon, reaching out one hand to a neighbor at table, she proffered affably the remark, "I am better, thank you."

It was proposed that Willie should be taken to the seaside. Its joys were recounted to her and she was told that one of the kindergarten teachers, whom she loves very much, would be there. Willie danced with pleasure. She did not know exactly how to express such wonderful delight, but she did the best she could by clapping her hands ecstatically and spelling with rapid fingers, "Laugh! Smiles! Fun! Joy!"

"Laugh, smiles, fun, joy," she did indeed have at Clark's Island. Brimful of liveliness and dearly loving a romp, she was ready for any fun by land or sea. She investigated the wharf and the shore, went boating in dories and sail boats and revelled like a mermaid in salt water. During the bathing hour she splashed and ducked and floated and tried to swim as eagerly as any one. When she came home from Clark's Island she used to represent the scene of these delightful doings with her building blocks. It took two or three boxes of blocks, a large expanse of table-top, and a good deal of time for the representation. The ingenuity displayed was

surprising. On the shore she had placed irregular piles of blocks, here and there, to represent rocks; bath houses — very good copies of the original architecture — occupied the background; a dory, well shaped fore and aft, was moored at the side of the wharf; the wharf itself, long, narrow and of quite a height, ran far out into the water and terminated in a flight of steps, just as the real wharf did. It was explained by Willie that the sand lay all about on the shore. She would show you the whole thing by taking hold of your fore finger, (the rest of your hand being closed and as much out of the way as possible) and having you feel the irregularities of the rocks, the smoothness of the sand, the shape of the bath houses (with their doors which shut and open) and of the dory with its regular outline and narrow seats. Then she would walk your fingers carefully along the out-running wharf and down the steps at the end. *There* she knew that the water was very deep; but how could that fact be represented? This puzzled her a long while, and it was a great triumph when she finally conceived a way; — which way was, to build a high wall of blocks enclosing a large space beyond the shore and thus associate the idea of depth with the space which the salt water occupied.

The *relative situation* of all the objects represented in the scene was very correct; and when one considers that all this knowledge was acquired through the medium of touch alone, is it not remarkable?

When the end of the summer came, Willie went back to the kindergarten with her recuperated teacher, both of them happy to be together again. Since then they have made a long-planned-for trip to Texas in order that Willie's father and mother might see her after their separation of two years and more. But, as Kipling has conveniently formulated it, "that is another story."

In summing up this brief sketch of little Willie and her work, I gladly avail myself of the opportunity to state, that she is a remarkable child in every

respect. She is sound in health and perfect in physique. The unfolding of her intellectual powers and mental capacities goes on steadily and harmoniously, while her symmetry of features and general personal beauty can hardly be surpassed. She looks like a fairy and is truly exquisite in her ways and manners.

A kingdom is dear Willie's face,
 And these the boundaries I trace:
 Northward her forehead fair;
 Beyond a wilderness of light hair;
 A rosy cheek to east and west;
 Her little mouth
 The sunny south.
 It is the south that I love best.

During the past year Willie has made marked progress in the increase of her vocabulary, in oral speech, in reading with her fingers, in learning to write and in manual dexterity. She articulates now quite distinctly, uses her hands skilfully and goes through the kindergarten exercises in unison with the rest of the children.

From a scientific and educational point of view Willie's case is of greater importance and more profound interest than that of any other blind and deaf child with whom I am acquainted. It opens a very wide field for investigation and study to psychologists, philosophers, glossologists, teachers and all men of letters. It was my intention to treat *in extenso* some facts relating to the coördination of her perceptions and the development of her thoughts and

ideas, and also to show how potent was the influence, which the acquisition of language exerted upon the growth of her affections and the foundation of her moral principles; but want of time and the length of this report render it necessary for me to postpone to some future time the carrying out of this purpose.

TOMMY STRINGER.

So hope is watchful at time's gate,
Her glad eyes greet the golden day:
While faith and love on hilltops wait,
To mark *the op'ning of his onward way.*

By a slight alteration of the last lines, these words, written by William Branton under the title "waiting for spring," are applicable with peculiar fitness to those who have been patiently watching Tommy Stringer's case with a firm belief in the power of his mind to come out safely from its triple-walled prison.

This little boy entered the kindergarten April 8, 1891. He was then only four years and nine months old and the terrible disease, which had deprived him of sight and hearing, together with the influence of his subsequent surroundings, had prolonged, in his case, the season of babyhood. Since his illness he had been in a hospital in Pittsburgh, where he had evidently been cared for like a helpless infant. He could walk, but was so accustomed to being led that the moment his attendant let go his hand, he would resort to creeping. The same helplessness

was observable in other directions, and his whole appearance indicated indolence. The effect of spinal meningitis was still noticeable in the carriage of his head, which was drawn backward. He was a healthy little child, with a sweet, attractive face and gentle, affectionate manner, and it was evident that he possessed the ability to become more independent in his habits.

Indications of intelligence were not lacking, and it was interesting to watch his movements when left to himself. He was encouraged to spend much time out of doors in the first months after his arrival. One morning he was left sitting in the porch with a basket of pebbles to play with. He amused himself by dropping them through the cracks of the floor, and he quickly noticed when one was only a little too large to slip down between the boards. As he took them from the basket, without pausing to try them, he instantly threw away the larger ones and dropped the small ones into the cracks. Tom one day found a book and he at once began to turn the leaves carefully, going through the volume in such an easy and natural manner that it seemed as if he remembered having looked at pictures before he lost his sight. At another time he was sitting in the lap of a gentleman the top of whose head he found was quite bare. He passed his hand gently over the smooth surface, then felt of his own brown top-knot. This he repeated several times and seemed to be thinking very seriously of the difference.

Kind friends supplied him with toys until he had quite a collection, which he kept in the lowest drawer of the bureau in his room. When he went to play with them he would take the rug from his bedside and, sitting down upon the floor, he would spread it across his legs; then taking out his playthings, one by one, he would examine each and drop it upon the carpet. When he had taken them all out, he would drop each one into the drawer rather noisily, happy in watching the vibrations produced by its fall, which he perceived by resting one hand upon the edge of the drawer.

Tom's early lessons were mainly in the direction of making him more independent. He was taught to avoid creeping, to walk more firmly, to feed himself neatly at table, and while he was learning these things his teacher would spell, in his tiny hands, the names of some of the articles which he most wanted, when she gave them to him — just as she would have spoken the words to him if he could hear. She did not, at first, require him to spell them also, nor did she seek to enforce upon his attention the connection between the object and the word. This came later. For the present she simply talked to him as the mother talks to her infant, only on account of the deafness of her pupil, she was obliged to talk by means of the manual alphabet.

After a time she would show him the article, spell its name in his hand, then place his fingers in position to repeat the successive letters. This she would

repeat over and over and over again, seeking to establish in his mind an association of the manual word with the article. *Bread* was the first word which she tried to teach him to spell, and with this she patiently worked with him day after day. Tom would passively yield his fingers to her manipulation, but weeks passed before he manifested the slightest interest in the performance whose meaning he did not even care to know. The following extracts from his teacher's journal will illustrate his progress in learning language: —

OCTOBER 29. Tom is still in bed but better, so I gave him short lessons, and he seemed to wish me to spell to him for he put his right hand in mine, then, lifting my left, motioned for me to spell. He would do nothing of himself.

NOVEMBER 15. Tommy surprised us all greatly by voluntarily making *b* and *r* for *bread*, at the table. He did this very rapidly for each mouthful.

DECEMBER 5. Tommy spelled *mug* in his own hand today, patting the letters softly.

DECEMBER 14. He had hard drilling on *boot* today, until he spelled it over and over again. He liked to throw it on the floor then spell *b-o-o-t*, and pick it up. In the schoolroom we worked with several balls for that word and he was quite interested. The two *l*'s troubled him a great deal.

JANUARY 11. In the schoolroom, today, before I gave Tom the ball we were going to work with, he became so impatient for it that he voluntarily spelled it to me. We worked upon, *Ball will roll*, rolling it upon the table and spelling the sentence.

JANUARY 15. At the table this morning Tom could not remember *i* in *milk*. I kept him an hour after breakfast. He seemed perfectly willing and anxious to do it, and did spell *mug*. . . .

Wishing to see if he recognized the letter, I made *i* for him and a smile of delighted remembrance passed over his face. Then he made it himself each time for a drink of milk.

MARCH 3. Tommy has mastered *towel* today. He began on it ten days ago. He spells *bib* at the table before having it tied. With the word *meat*, which he knows, I am teaching him *and potato*; with the word *bread*, *and butter*.

When Tom had been a year at the kindergarten, and was not yet six years old, he had learned about twenty-five words which he could himself spell, including two or three short sentences. These words were such as appealed to him most strongly, as *bread*, *water*, *apple*, *chair*, *table*, *hat*. In addition to these he understood a number of other words and some brief commands which his teacher would spell to him; but he was not able to repeat them.

From this time he learned much faster, and on the thirtieth of September, a little less than eighteen months after he entered the kindergarten, baby Tom had a vocabulary of 150 words.

It was necessary to provide occupation for his hands before he had made much progress in language, and he would busy himself for a long time in stringing balls and cubes alternately. Then he began to learn weaving. His teacher says:—

NOVEMBER 17. In the schoolroom he had weaving to do and he was given a regular weaving needle to use with the paper strips. He soon learned the method of threading it and did it with much deftness.

DECEMBER 11. Tommy did very well at his weaving today. After working a few minutes he will often put his fingers on the strips already woven and examine them with a look of amusement.

MARCH 5. Tom had his first sewing on a cotton bag today. Every Saturday morning the boys assemble for this purpose and Tom has begun now to learn to sew. I showed him the other boys at work and let him see their thimbles. I then gave him a tiny thimble — with which he was amused and pleased — and a small bag to be oversewed. I took his hand with the needle and helped him to set the stitches and he pulled it through and held out his work for another stitch, seeming pleased and interested. Part of the time I let him use the needle by himself and he kept quite near to the edge of the cloth. He soon found the use of the thimble.

His teacher tried to give him an idea of verbal speech by allowing him to watch the vibrations of her throat while she slowly said *ah*, prolonging the sound. This seemed to excite his attention and he tried to imitate it. By repeated efforts he has learned to articulate *mamma* quite clearly.

When little Tom came to the kindergarten he was an affectionate child, trusting everybody and ready to go with anyone who held out a hand to him, apparently without discrimination; and though he has learned to recognize his teacher and has, to some extent, his favorites, he is still happy with strangers, generally preferring men to women.

Tom is a genuine boy and the roguish tricks of boyhood are already beginning to be noticeable. On the first of May he had a new teacher and some of the early entries in her journal illustrate this trait: —

MAY 6. For the first few days I was watching Tom and did not use my authority. He thought it was very nice and took advantage by spelling *milk m-i-k*. An hour passed while we were working for the letter *l*. At supper Tom spelled the word quickly putting special emphasis on the letter *l*, then laughing.

MAY 12. Tonight Tom went up to his room immediately after supper and, quickly undressing, went to bed. This was to avoid spelling the names of his clothes, which I have taught him and have had him spell, morning and evening, as he puts on or takes off the garments.

Notwithstanding his gentleness little Tom sometimes manifests a passive stubbornness which is very difficult to overcome. Occasionally his teacher asks him some question to which she is sure he can reply, but he does not wish to do it. She insists that he shall spell the answer and will not let him go until he does. Without the slightest manifestation of ill-humor and without making any attempt to comply with her wishes he will stand waiting for release. When he begins to grow tired, perhaps a merry smile will gather on his lips and he will put out his arms to hug his teacher and coax her to forget the attempted discipline. Repulsed in this, he relapses into the former attitude of waiting. Sometimes these struggles are very long, for Tom is lazy and does not like to take the trouble to spell.

Although he has been a year and a half at the kindergarten he is even now younger than either of the other blind and deaf children when their education was commenced. He has started at greater dis-

advantage than they, for he is less active both mentally and physically than they were at his age. Nevertheless he has made a good beginning and has endeared himself to all the kindergarten household. His dormant faculties are beginning to awaken; the baby face is being transformed into that of the boy, and the natural traits of boyhood are manifested in so many directions as to encourage the hope of a normal development of his mind and character through the various stages of his education.

HELEN KELLER'S PLEA FOR TOMMY STRINGER.

Is aught so fair
 In all the dewy landscapes of the spring
 As the graceful tear that streams for other's woes?

— AKENSIDE.

Helen's interest in little Tommy has in nowise abated. Her love for him glows in her soul with continued fervor. She watches his progress with the keenest pleasure, and seizes every opportunity to call public attention to his wants and to promote his welfare.

Last April, when arrangements were being made for the annual reception, which was to be held at the kindergarten on Froebel's birthday, under the auspices of the ladies' visiting committee, Helen wrote to a number of her personal friends, requesting them to be present and to see little Tommy. Among those to whom she sent special invitations were the follow-

ing: Bishop Brooks, Dr. Oliver Wendell Holmes, Rev. Edward Everett Hale, Rev. Minot J. Savage, Mr. John P. Spaulding, Prof. Alexander Graham Bell and Hon. John Hitz of Washington, Mr. F. B. Sanborn and several others.

To Dr. Holmes she wrote as follows:—

SOUTH BOSTON, April 18th, 1892.

DEAR KIND POET:—My heart sings for joy these lovely April days! Spring—beautiful spring has returned again with its buds and birds and sunny skies. I feel the glad awakened spirit of life in every thing; and long to show the dear friend, who has made me feel the beauty and melody filling all this great world of ours, how deeply grateful I am for his beautiful poems. They speak to my soul of “the loveliness of earth and sky,” and though all without is silent, oh, how silent! there is music in my heart more sweet than the voices of the birds or the laugh of happy children. I would like very much to see you before I go home. It would give every one great pleasure if you could come to the reception at the Kindergarten next Thursday. I shall be there to welcome you with a loving kiss.

Please accept this note as a token of a little girl's love and gratitude.

Sincerely your little friend,

HELEN KELLER.

To this charming note Dr. Holmes sent the following exquisite reply, which filled the heart of the little girl with joy:—

BOSTON, April 30th, 1892.

MY DEAR SWEET HELEN:—Your loving letter reached me many days ago, and would have been answered long before this had I not been suffering from a severe cold with feverishness and languor which took the life out of me, so that my great heap of

letters remained unanswered, and yours which should have had immediate reply got confounded with others vastly less interesting. You will be glad to know that I have got better much quicker than I feared it might let me off and am well enough to go to the Saturday Club today.

Your letter was and is very pleasing to me. It is delightful to find what a world you have made for yourself. You must have eyes and ears in your soul, spiritual organs of sense, which do for you what our outward organs do for us poor seeing and hearing mortals. How do we know that your spiritual vision and hearing are not as much above ours as the perceptions of an angel are above those of a human being? Some peculiar sources of happiness you certainly have the daughters of kings and queens might envy. You meet and will always meet with love and tender regard everywhere. There is no human heart that does not warm with affection to the dear little sister who finds light in the darkness which envelops her, and music in the silence in which she moves and has her being. I think God has granted you a cheerful temperament, one of the very greatest blessings granted to mortals. There are a great many seeing and hearing persons on whom the beauty and music of creation seem to be thrown away,—they see and hear through a cloud and a dumb atmosphere of their own. Perhaps we ought not to judge them harshly, but we have a right to be thankful that life does not present duty to us in this sad aspect.

I hope the little boy in whom you and all of us took so much interest is doing well. I was grieved that I could not come out to the Kindergarten on the 21st of this month. Just at that time I was feeling very miserably and entirely unfit for enjoying any such occasion. I hope I may have the opportunity of seeing you again before long, and I am always greatly pleased to hear from you, and to know that you remember me faithfully and lovingly, as I do you, my dear child.

Always affectionately yours,

OLIVER WENDELL HOLMES.

To Mr. Savage Helen sent the following invitation, which shows that she was determined to enlist in little Tommy's behalf the interest of as many distinguished people as possible:—

SOUTH BOSTON, April 18, 1892.

MY DEAR MR. SAVAGE:— You will probably not remember me, among the many people you saw at dear Mr. Hale's reception; but I think you will know who I am when I tell you that I am the little girl whom Mrs. Crosby introduced to you that evening.

I write to tell you that there will be a reception, at the kindergarten for little sightless children, next Thursday afternoon, and that it will give me very great pleasure to see you there. I want you to see Tommy,— the dear little deaf and blind child who came to our beautiful child's garden one year ago this month. I want all the kind people in Boston to feel an interest in Tommy, because he will always need the sunshine of their love and care to brighten his life. It seems to me that the most fragrant blossoms of the heart are loving thoughts for others. Their sweetness may so fill with beauty and gladness the life even of a little deaf and dumb and blind child that he will never dream that there are wonderful and beautiful things in the world which are mysteriously concealed from him. So, please come to the kindergarten on Thursday, and see Tommy, and perhaps you will tell the people whom you meet at the reception how they can bring sunshine into many little lives.

From your little friend,

HELEN KELLER.

Instead of writing to Dr. Edward Everett Hale, Helen called on him at his house and begged him most earnestly to attend the reception and plead the cause of her little protégé. Although he was tired after the festivities of his seventieth birthday and overwhelmed

with work, he complied heartily with her request and made a most eloquent appeal, the substance of which is given below.

ADDRESS OF REV. EDWARD EVERETT HALE, D.D.

LADIES AND GENTLEMEN: I am here as Helen's retained counsel. She came to see me last week, dear child, and said, as she could not speak, she wanted me to speak for her. I asked her what I should say. She told me I was to say that there is money at present for Tommy Stringer, but that we want to look forward for the future. We want to take pledges of the present for the future. I am glad to speak in behalf of the little boy and of that dear girl. I cannot say all that I think. I cannot say what I feel about the obligation that we are all under to these four or five children—to Helen, to Tommy, to Edith and to Willie for what they are doing for us. I wish we might all understand that it is not one child that we are trying to take care of. What Helen and Miss Sullivan and Mr. Anagnos have done, has accomplished more in the way of improving popular education, education in every primary school, than any dozen speakers have ever done in the same time. The training of these children throws every day new light on methods of training. Sensible education has received an entirely new impulse. I felt it in California last year. I felt it everywhere.

Consider the lesson which these children have given to the whole world, these children without sight and without hearing, and without voice—until they learned it in this miraculous way. They have given us the great philosophical and religious lesson of the time. Everywhere there are people who try to persuade us that hope and faith and love are only a physical manifestation of the better work of the five senses. But here come these children with only one, two, or three of these senses, and it proves that they have more faith, and hope, and love than any of us. That spiritual

revelation is going to do more and more every year in overthrowing the pretence that man is made up of a lot of atoms of matter and that he has not any soul. The victory of the soul of these poor children, the victory of faith, and hope, and love which makes the soul omnipotent over the senses, is the most remarkable sign of victory of the nineteenth century. So we all owe to each of those children a hundred times, a thousand times, as much as to any teacher of the science of education who can be named.

I have travelled beyond the brief which my client gave me. My statement to you is that you must provide the money by which this boy Tommy shall be educated until he is a man. More than money I hope that we may give our endless gratitude to Mr. Anagnos, to Miss Sullivan, and to the other ladies who have the patient and constant care of these little people. It is very well at the end of the year for us to hear the story of what these children have learned, but think of the endless patience necessary before they learned it! We stand up in the pulpit and say, "love is the whole." Some of you believe it and some of you don't. Some of you believe it until you get out on the street, some of you believe it till you get to the church door, but some of you believe it all the time. Then you see dear Helen Keller. She always comes running into the room like an angel, really thinking that everybody in the world loves everybody else because she does. There is no pulpit in the world that can teach the lesson of love as that child does, to every one who is fortunate enough to meet her.

Here then is Tommy for whom she asks me to plead. (Mr. Hale here lifted Tommy up on his shoulder.) Isn't he a good speech, darling boy? And Helen bids me ask you to care for him and educate him till he be a man.

No sooner did Dr. Hale cease speaking than Helen stepped forward and asked permission to say a few words. This having been granted by Dr. Eliot, who stood near her, she surprised her friends and the au-

dience by a spontaneous appeal in Tommy's behalf. She spoke rapidly and with intense earnestness and enthusiasm, yet with such distinctness of utterance, that the stenographer, Mrs. Isabel C. Barrows, was able to transcribe the following sentences which she afterwards published in the *Christian Register* :—

My dear friends, I cannot speak very well ; but I want to say something about Tommy. You have been very kind, but I would like to have you continue kind. Your kindness will be like the rain in April : it will make the little plantlets in the kindergarten grow. Oh, how beautiful it will be when Tommy's mind is bright and clear from the clouds that hide it now ! Life is sweet and beautiful when we have the wonderful key of language to unlock all its beautiful secrets. So help us to educate Tommy and give him this key. Help us to bring gladness into his life and into the lives of other little blind children.

At my request Helen afterward wrote out from memory the text of her speech, a *fac-simile* of which is here inserted.

I want to say something to you myself. I cannot speak very well yet, but my heart is full of thoughts and I must express some of them. Kindness is like rain in April ; it makes everything grow. Your kindness will make the little plantlets here grow and blossom. Think ! how happy we shall all be when Tommy's mind bursts beautiful and bright from behind the clouds that hide it now ! Loving thoughts for others are the most fragrant

blossoms of the heart— their perfume may
 so fill with sweetness and joy the life of a
 blind and deaf and dumb child that he will
 never dream how full the world is of
 wonderful things which are hidden from
 him. Life is beautiful and sweet when
 we have that beautiful key, language,
 to unlock its precious secrets. So, help
 us educate Tommy. Help us bring light
 and gladness into his life, and into
 the lives of all little blind children.

Helen spoke with unsurpassed fluency and fervor,
 and her listeners were entranced and moved to tears.

As some vast river of unfailing source,
 Rapid, exhaustless, deep,—her words flow'd,
 And oped new feelings in the human heart.

It is hardly possible to describe adequately the
 tremendous effect of Helen's appeal. It was as
 though some wizard of the olden time had cast his
 spell over the assembly. The voice, which until quite
 recently had been stilled in silence, thrilled everyone
 present with its deep tones and touching plea. The
 words of the child evidently came direct from the
 heart, bringing with them the vision that was in her
 brain and the light that was in her soul. Her lan-
 guage was as elegant as it was expressive. Though —

The flowering moments of her mind
 Lost half their petals in her speech,

yet her utterances were full of the deepest pathos. It was the pouring forth of a full soul, which could not help speaking out its message of kindness and affection for a fellow-sufferer.

The audience was deeply touched by Helen's words and various sums of money were placed in her hands as a substantial proof of the interest awakened.

Contributions to the fund for Tommy's education continued to come in for several weeks after the reception. Helen has never failed to acknowledge *propriâ manû et idoneis verbis* even the smallest gift. From her extensive correspondence we cull the following letters, which bear convincing testimony to the intensity of her sympathies, the tenderness of her feelings, the variety of her thoughts and the abundance of her mental resources.

Mrs. M. Abby Newell, the widow of the late Andrew Newell, who became blind while pursuing his honorable career as a successful and enterprising merchant, has never ceased to manifest a warm interest in the class of sufferers to which her husband belonged. Wishing to help little Tommy, she sent to Helen a generous gift of money with the following letter:—

WEST ROXBURY, April 25th, 1892.

DEAR HELEN KELLER:— Though a stranger to you, you are not unknown to me, and since you "love every body and every body loves you," I would like to be numbered among your loving friends, because, having lost by death a precious blind husband four years ago, to whom my whole time and every thought was devoted for many years, and whose death left me very desolate, my

heart goes out to all who are thus afflicted, and I have the greatest desire to help them.

The beautiful story of your character and life interested me deeply, as also has that of your dear little friend, Tommy Stringer, and to make you happy, and him through you, I send with this a cheque for \$50.00, which you will add to the fund for his education, and after his mind has been released from its prison house, I hope you will live to see him as happy as yourself in every way — and, may friends increase day by day to carry on the glorious work of educating the sightless ones everywhere.

I shall think of you always with sincere affection, and trust you will number among your faithful and sympathizing friends,

M. ABBY NEWELL.

Helen's response to this touching and most loving letter was as follows:—

MY DEAR MRS. NEWELL:—Please accept many thanks for your most generous contribution to little Tommy's fund. Your kind letter made me very happy indeed. Is it not beautiful to think that even the great sorrows which come into our lives, and make our hearts desolate, help us to understand and sympathize with the sorrows of others? Although I am only a little girl, I think I know how sad and lonely your heart is without your dear husband. My heart is full of sympathy and love, and I send you a tender kiss. Ever your little friend,

HELEN KELLER.

Miss Anna E. Marble sent to Helen a very kind letter with the pennies contributed for Tommy by the poor children of the Cottage place kindergarten. The receipt of this was thus acknowledged:—

SOUTH BOSTON, May 3rd, 1892.

MY DEAR FRIEND:—I received your kind letter and the children's pennies several weeks ago, but I have not had time to write

until today. Please thank the dear little ones for their precious pennies, and tell them that their little deed of kindness will never be forgotten by me. I hope I shall see them sometime. I would like to tell them how glad I am that they love Tommy. Some day, some beautiful day he will understand how many little hands have helped pull down the thick, dark walls that imprison his mind, and he will be grateful, O! so grateful to the loving little workers for the light and music which has come into his life because of their love and sympathy.

Give each little child my warm love and believe me, dear, kind lady, always Your loving little friend,

HELEN KELLER.

To Miss Marion Yerxa of North Cambridge, who contributed two dollars to Tommy's fund, Helen wrote the following note:—

SOUTH BOSTON, May 3rd, 1892.

MY DEAR LITTLE MARION:— I remember you perfectly, and it made me very happy indeed to know that you thought of dear little Tommy when you got home. I thank you, dear little girl, for the two dollars which you sent to help educate Tommy. I am sure that some day when you are a tall girl you will be glad that your money helped bring the sunshine of knowledge into the life of a helpless little boy.

Please forgive me for not writing before, and believe me always
Your loving friend,

HELEN KELLER.

In acknowledgment of a gift of money from Miss Grace Gordon Cowing, Helen wrote as follows:—

SOUTH BOSTON, May 3rd, 1892.

MY DEAR MISS COWING:— Please accept my loving thanks for the money which you and your dear mother sent me to help educate little Tommy. You may indeed call me your little friend; for I love all those whose hearts are kind and gentle. God has

linked our hearts together with the golden chain of sympathy, and even though we have never met we are friends.

Please give my warm love to your mother, and think of me always as
Your loving friend,

HELEN KELLER.

To Mr. George W. Wales, one of the trustees and constant benefactors of the kindergarten, Helen wrote as follows in acknowledgment of a contribution of twenty-five dollars, which she had received from him for Tommy.

SOUTH BOSTON, May 19th, 1892.

MY DEAR MR. WALES:—I am deeply grateful to you for the twenty-five dollars which you sent to help educate Tommy. I am always delighted to add a new name to the dear little fellow's list of friends.

I am very glad that you and Mrs. Wales are coming to my tea. Enclosed please find the tickets. I am looking forward joyfully to the event. I am sure I shall not fail. The kind people of Boston will come to my tea when they know that I am trying to help Mr. Anagnos bring light and music into the lives of many little ones who are sad and lonely now.

Please give Mrs. Wales my love, and believe me, with renewed thanks and loving wishes,

Sincerely your little friend,

HELEN KELLER.

A little invalid boy named Paul R. Wild, who lives in Somerville, raised two dollars by selling pansies, one half of which amount he sent to Helen for Tommy with the following explanatory note:—

SOMERVILLE, May 22nd, 1892.

MISS HELEN KELLER:—The money enclosed in this letter is for your little Tommy. It was earned by Paul Wild, a little Somerville boy, who is ten years old. He is very much afflicted himself,

having had a stroke of paralysis, which troubles his walking and makes his right hand almost useless. He has a lovely pony that is very fond of him, waits for him to climb in and out the cart and is so gentle he can drive him anywhere with one hand. Paul goes to the Foster school and during his vacation he sold pansies for the pansy farmer, delivering them with his pony. He earned two dollars. One he used to buy a birthday gift for his little brother Prescott and the other he wishes you to have for your poor little Tommy. If you receive this money please send him a little note for he is anxious to know that his money was not lost in the mail.

PAUL R. WILD.

To this touching note Helen replied as follows:—

DEAR LITTLE PAUL:—I thank you very, very much for the dollar which you sent me for Tommy, and for the loving sympathy that made you want to help another little boy. I am glad that you have a pony. I have one too, and I like to ride him. I call my pony Black Beauty because I enjoyed the story so much.

Please give my love to Prescott, and pat your gentle pony for me.

Lovingly your little friend,

HELEN KELLER.

Rev. Edmund F. Slafter, who as almoner of the late Miss Lucy A. Adams favored the kindergarten with a generous gift of five hundred dollars, did not forget little Tommy's fund. He sent to Helen fifty dollars for it with the following note:—

BOSTON, May 24th, 1892.

MY DEAR MISS HELEN:—I have great pleasure in inclosing to you my check for \$50.00 for little Tommy's education fund. I received this money from a dear friend, not now living, and I am sure she would be glad to have it go to this good object. I send it because I think it will please you and the dear little Tommy.

Your sincere friend,

EDMUND F. SLAFTER.

Helen acknowledged the receipt of the gift in these words:—

SOUTH BOSTON, June 1st, 1892.

MY DEAR MR. SLAFTER:—It did indeed please me to receive the fifty dollars which you gave me for dear little Tommy, and I am very grateful to you for it, and for the kind thought which makes the gift more precious. I am going home tomorrow and I shall not see you for a long time, but I want you to know that I shall not forget you even when I am far away from this beloved city, and I do hope you will think of your little friend sometimes.

Lovingly yours,

HELEN KELLER.

To Mrs. Mariana R. Cross of Brookline who sent a contribution for Tommy in the name of her little boy Robert, Helen wrote the following note:—

SOUTH BOSTON, May 26th, 1892.

MY DEAR MRS. CROSS:—Please thank your dear little boy, Robert, for the sweet and loving sympathy which his gift represents. Some day he will see Tommy, the helpless little brother whose life will have been made brighter because Robert thought of him.

Tell him that Helen sends him a kiss and her love.

Always your little friend,

HELEN KELLER.

On behalf of the children of the Lend-a-hand society of the first congregational church of Ipswich, Mrs. E. Constant sent to Helen three dollars for Tommy with the following letter:—

IPSWICH, May 23rd, 1892.

HELEN KELLER:—We have at our church at Ipswich which is the First Congregational church, a small children's society called the Lend-a-hand society. We heard about you and your kind

interest in Tommy Stringer and what you desired to do to help him, and so our society voted to send you three dollars to use for Tommy Stringer. It was very good of you to think of him. We are very glad to help, even if it is only a little. We all hope God will bless you.

The children of our society would be very happy to have a little note from you, and if they can they would like to help at some time again.

Lovingly yours, on behalf of the Society,

MRS. E. CONSTANT.

Helen's acknowledgment read as follows: —

Thank you, dear little children for the three dollars which your society sent me for dear little Tommy. I am glad that you are learning to lend a hand and help others while you are still children.

Lovingly yours,

HELEN KELLER.

These letters, together with those which have been previously published, suffice to show, how richly gifted is their little author, how great is the fertility of her mind, how keen is her sense of the appropriateness and fitness of things, and what an extraordinary command of language and wealth of ideas she possesses.

Helen is a child of strong affections and catholic sympathies. She is a born philanthropist. Her noblest characteristics are devotion to others and forgetfulness and sacrifice of self. She delights in giving help and carrying relief to the suffering. She is ever ready to deny herself the comforts of life in order to be able to assuage and solace the woes of her little brothers and sisters in misfortune. She has received

from above the gift of mercy, and her ministrations are sanctified by the sacrament of love. Her talents are always at the service of the blind, the deaf, the poor and the downtrodden. When a genius like hers consecrates itself to the cause of afflicted humanity it becomes "the glory of the earth and the perfume of heaven."

ANNUAL RECEPTION.

Blest be that spot, where guests retire,
And learn the luxury of doing good.

—GOLDSMITH.

The customary reception, which is annually given at the kindergarten by the ladies' visiting committee, was held on Thursday, April 21st, at 3 o'clock. This date was chosen with a view of doing appropriate honor to Froebel's birthday.

Cards of invitation were sent to all the friends and benefactors of the infant school, and the throng of interested guests who filled the house showed that their response was full and cordial. Many distinguished persons were present, representing the intellect, the philanthropy and the wealth of our community. The trustees of the institution were of course in attendance.

After receiving a hearty welcome from the ladies, the guests passed on to the schoolrooms and parlors. The little boys and girls were variously occupied in their class rooms, developing the charming designs of kindergarten work, which as they grow from day to

day beneath the tiny fingers inweave and unfold patterns even more perfect of child life and character.

Willie Elizabeth Robin and Tommy Stringer were seated among their schoolmates, not less happy or busy than the latter, and were surrounded by a multitude of visitors eager to get a glimpse of them and to see them working. Edith Thomas and Helen Keller were holding receptions in the parlors. The latter was the centre of a constantly changing group of friends, whom she greeted with the wonderful vivacity and affection, which are her special characteristics. An excellent portrait of Helen, loaned for the occasion by Mr. Albert H. Munsell, whose skilful brush had just completed it, attracted much attention. It was deservedly admired by all competent judges both as a striking likeness and as a fine work of art. Helen is more than a beautiful specimen of human form :

She is a spirit still and bright,
With something of an angel-life.

The young artist merits the congratulations and the praise bestowed upon him for having succeeded in obtaining a clear conception of the child's spiritual nature. He has produced not only her features but her expression with marked success. May we not hope that some of the friends and patrons of the institution will combine together to purchase this picture and place it side by side with that of Laura Bridgman, so that it may be kept forever where it belongs?

At half past three the children and the visitors assembled in the hall. Dr. Eliot presided with his wonted dignity and grace. The little orchestra, consisting of trained performers on various toy instruments, opened the exercises with a "Froebel's March," composed for the occasion by their teacher, Miss Cornelia C. Roeske. This delightful "kindersymphony" was given with such animation and harmonious precision as to evoke generous applause. "Sir Robin" was pleasingly recited by three little boys, and a duet, written also by Miss Roeske, was sung with charming simplicity and exquisite sweetness.

At the conclusion of the children's programme Dr. Eliot introduced the Rev. Edward Everett Hale as one "who had something to say." Dr. Hale's address in behalf of the adopted child of Boston's benevolence has been given in full in the preceding pages. His words were as forceful and effective as were those of Helen Keller, which followed. His earnest appeal called forth the sympathy of a tiny fellow, who was heard sobbing "because he had no money to give" for his little friend and schoolmate. It was afterward found, when the purses were opened, that the copious tears, which flowed from such a tender and sympathetic heart, had been coined into gold for the benefit of Tommy.

Dr. Eliot endorsed the appeal for this unfortunate boy heartily and with great emphasis, and then proceeded to set forth the needs and purposes of the

kindergarten in a stirring and most impressive speech, which in substance was as follows:—

ADDRESS OF DR. SAMUEL ELIOT.

After that speech I do not like to say anything. Still there are some things that must be said. One is an expression of our gratitude to these teachers and these children for the happy hour that we have spent with them. They show us today, as Dr. Hale says, what they have been doing with an infinite amount of pains and patience, and we come just in time for the fine flower of their work to sit here and listen to the songs and recitations of their children. We learn once more to sit at the feet of children and to learn from them what they can teach us. Those words of Wordsworth come back:

Our simple childhood sits upon a throne.

These children are sitting upon a throne this afternoon and we are their subjects in sympathy and in interest.

The kindergarten at this glad Easter-tide is breaking into new life, its projects all growing largely. We are to build an additional building and a part of another building. Why do we do it, you ask. The answer is simple. There are thirty-seven inmates of the kindergarten today, and it was not built for so many. There are twenty-one applicants for admission, and of these twelve have taken out papers, and six have filled them, so that six children in addition to the thirty-seven are actually waiting to be taken into our rooms. That is reason enough for growing, for growing materially as well as spiritually. There is another reason. Our school at South Boston is crowded to overflowing, and it is absolutely necessary to make some provision for the younger children, especially the girls who are now there. It is proposed when these new buildings are erected to bring some of the younger girls of the primary class over here where they may share in the beneficence of the kindergarten and lend the kindergarten their pres-

ence in return. I think these two reasons are sufficient for building additional quarters.

In order to do this thing we need money. We need sympathy first. That is already gained I am sure. Next we need a good deal of money, and I suggest that each person here shall consider himself and herself a volunteer committee to raise this money. We have upwards of \$40,000 in hand, but we need upwards of \$20,000 more, for \$65,000 in all will be needed to build and furnish the building we propose to erect.

That is not all. These buildings will not sustain themselves, and we want to provide for running expenses. We are not absolutely penniless so far as an endowment is concerned, but a great many more thousand dollars will be necessary to complete that endowment. I beg every one of you, men and women, boys and girls, to take this matter to your hearts.

I read the other day in one of the last new novels a motto which struck me as applicable to us, and I cannot but repeat it. It was in a story called "Blanche Lady Falaise," and the motto was "*Je fais fort, et je falaise*," "I move forward and I beat like waves upon a cliff." We must beat in the same way, and do it over and over again. How often we have done it,—Mr. Anagnos, the trustees, and I,—this community very well knows. But the community has never failed to hear and to give. And now we ask once more. We beat upon the cliff, not as the angry ocean sweeps against the rocks which it would destroy, but as the gentle sea which laps the shore and seems to invite all who look upon it to enter into its life. So we ask you to come to our assistance and help us to build and endow this institution.

Who can listen to these children, who can see the face of Tommy (that vigorous boy who has already smashed my watch this afternoon;) and not feel a desire to care for him and make him and make them all happy in this home? Some day, I hope, —it will be after my time,—there will be no further necessity of asking for money for the Perkins Institution for the Blind. Heaven speed that day.

Dr. Eliot spoke with great warmth and force, and his address, although brief, was of unsurpassed eloquence and power.

His ready speech flowed fair and free.
In phrase of gentlest courtesy.

He is so deeply interested in the kindergarten, that he seldom opens his lips without letting fall some gem of wisdom, of beauty and of suggestiveness, to the profit and delight of his auditors. Indeed he has become a recognized leader in our movement, clear of vision and always confident of coming triumph. When he touches upon the cause of the little sightless children he seems to be consumed with a burning and inexhaustible enthusiasm, and his words, whether written or spoken, are a succession of flashes from a steady fire.

As soon as the meeting closed the visitors began to gather in the alcove, where Mrs. Thomas Mack, the treasurer of the day, added many new names to the list of the subscribers to the kindergarten fund.

CLOSING REMARKS.

Our cause is the best.
Then reason wills, our hands should be as good.

— SHAKESPEARE.

In taking leave of my readers, I cannot refrain from addressing a few concluding remarks to the friends and helpers of the little sightless children and

to all benevolent persons, who may be disposed to take a kind interest in their welfare.

Experience has shown, that the kindergarten is not only the safest and most appropriate place for human plantlets to grow in, but the best agency for the amelioration of the condition of the blind both physically and mentally, as well as morally and socially. The results already obtained through its ministrations are truly remarkable and attest the soundness and validity of this statement.

We have therefore one of the noblest and most promising causes for which to work and to which to consecrate our thoughts and energies.

During the past five years the infant institution has made great progress in its course of advancement and completion. Thanks to the generosity of some of the leading men and women of Boston and of the public in general, its accommodations have been enlarged, its educational facilities increased, its domestic arrangements improved, its grounds put in good order, and a part of its urgent financial needs supplied. For these blessings we can scarcely find fitting terms to give adequate expression to our sense of gratitude and delight.

But with all that has so far been accomplished our enterprise is still in its infancy; its development is far from being complete. Hence we must not pause and rest on our oars feeling perfectly satisfied with our present gains. Lingerin inactivity is dangerous. It is the thief of time. It creates apathy. We must

push onward vigorously. From victories won we must look forward to new battlefields. From the height of every achievement we must survey the widening circle of fresh needs. From the summits of success and possession we must turn away towards the land of the unattained.

All signs appear to indicate the approach of a period of prosperity, and we have every reason to be encouraged. What has already been done, though not all that we could wish, is sufficient to inspire us with confidence that the remainder will soon be finished. Our onward movement, sustained by the propelling force of earnestness and decision, will become resistless, and it will enable us to reach the goal of our aspirations triumphantly. Of this there is no doubt provided we are not "out of heart" and do not faint before the difficulties which we may encounter on our march.

So far as I am concerned, I am sure of a favorable outcome of this striving. I am hopeful and sanguine in my conviction of ultimate victory not because I do not see lions in our way, but because my absolute faith in the goodness and beneficence of our cause gives me so much courage that I am not daunted by them. Overhung as the horizon still is with thick murky clouds, I firmly believe that

Sunshine must follow the rain.

All which is respectfully submitted by

M. ANAGNOS.

REPORT OF THE MATRON.

TO MR. ANAGNOS, *Director*.

SIR :— It is my privilege again to offer for your consideration the following report of the kindergarten for another year.

If its daily incidental life could be written out in full, transcribed from the pages of a faithful diary into this report, it would bear unmistakable testimony to the value of individual instruction, and to the high character of the work performed by our teachers, through whose unremitting and efficient efforts the present results have been realized.

The claims of the kindergarten are more imperative today than ever before in its brief history. The preliminary and preparatory work already begun seems but the modest harbinger of future achievement, commensurate with the broad character of the enterprise, and the importance of giving it such permanence and scope as its requirements and opportunities are likely to demand.

The indispensable need for more ample accommodations is being rapidly met, but none too soon to answer the urgent demand, or to avert possible moral and physical peril to many a waiting child.

The health of both children and household has been uniformly good, and we record with deep thankfulness our absolute freedom from epidemic or other sickness during the entire year.

The present number of pupils is thirty-six, nineteen girls and seventeen boys.

It is a noticeable fact that the resources of these children previous to their coming here are too often extremely limited, and their condition is far from satisfactory. They lack the bodily and mental stimulus of either healthful play or work, and even in those cases more favored as to outward circumstances the same deficiencies are apparent.

It is in this discouraging, often deplorable condition that they enter the wholesome, lovable atmosphere of the kindergarten to find an influence at once corrective and decisive, and at the same time harmonious to the child nature.

Here with gift and game and occupation the very fingertips begin their training for lifelong uses, the idle hands find welcome employment, habits of attention and order are inculcated, sounds gain new and intelligible meanings, and through manifold and multiplied object lessons the child is encouraged and assisted to the regular and practical exercise of its mental powers.

Good language, correct pronunciation, courtesy and a respect for the rights of others are pervasive influences, while the importance and love of work in all its uses and beauties are the main principles which the true kindergarten aims to exemplify, and to instill into the mind of the child.

The time has come for the extension and application of kindergarten methods in more advanced departments of primary and manual instructions, and classes from our ranks have already begun this intermediate work.

The instruction of Willie Robin has progressed steadily. The child fulfils every promise and is a joy and delight to all who know her. The methods pursued in her training are strictly those followed in the kindergarten, and the same work is required of Willie as of the other members of her

class. This she always performs intelligently and efficiently. In numbers and in other forms of abstract thinking she shows good powers of concentration, while all the tasks requiring the use of her fingers she does with extreme daintiness, and neatness. She is learning to write, always a tedious process with the blind. In the manual language she communicates freely with those about her. This year attention has been paid to articulation with good success, and there is every reason to hope that she will eventually be able to use this medium of communication with ease and fluency.

Willie spent her vacation (a period of nearly two months) with Miss A. Emily Poulsson, and this happened very fortunately, as Miss Poulsson is an ideal teacher of children. Willie was very happy with Miss Poulsson. She spent some weeks with her at the seashore, and enjoyed both sailing and bathing. She was brave and fearless in the water, attempting to swim as the directions were given her.

She is extremely sensitive to every impression from without, and finds great enjoyment out of doors, walking, riding, or playing with the other children.

Anyone who contemplates the work of the kindergarten in this one instance, cannot but be favorably impressed with its value.

Tommy Stringer came to the kindergarten April 8, 1891. He was then four years old, utterly helpless and literally without a sign or any medium to indicate a want or desire. He was unable to walk alone or to feed himself. He showed no discernment nor choice about food, but would eat very fast of everything given to him; nor did he show any preferences for persons. He made few articulate sounds, nothing beyond the ordinary cry of an infant denoting pain, seldom a sound of pleasure.

Notwithstanding this unhappy and pitiable condition, there was every indication of sense and intelligence, of power to think definitely, to deliberate, to reason and conclude.

In the first six months he seemed to make the transition from infancy to childhood. His face lost the expressionless look it had worn. He held his head more erect. He stood better on his feet, and began to walk without assistance. While he did not attempt voluntarily to make the manual signs given him, he would hold up his hand to have the words *mug*, *bread*, *meat*, spelled upon his tiny palm.

The progress in his case has been painfully slow. The resistance to every form of physical or mental activity has been passive rather than active, showing however at times a stubborn will that yielded only after long pressure. It soon was evident that, despite this extreme slowness, little by little he was obtaining control of his fingers, though they seemed so nerveless and unresponsive to anything indicative of will power. He began, like Willie Robin, by stringing balls and cubes together, and learning the names of all the objects he handled. BREAD, was the first word he made with his fingers, unaided. This was seven months after his coming here.

At the present time,—eighteen months after his arrival at the kindergarten,—the number of words he knows has increased to nearly two hundred, and he begins to use short sentences. His happiness is something beautiful to see, and he will often scream and laugh in simple excess of joy.

It has been a struggle out of night
Toward the morning's radiant light,

but the awakening is sure and full of promise.

Miss Margaret A. Bull served acceptably as teacher for the first year, and Miss Laura A. Brown has held this position since April 1, 1892.

Music in connection with the kindergarten gives happy expression to child life. The interest in it increases, and the character of the work done has steadily improved. There were eighteen children taking pianoforte lessons last year, and one violin pupil. There are also daily singing classes which all the pupils attend. In addition to this Miss Roeske has formed a kinder-orchestra, whose performances are a source of entertainment and pleasure aside from the valuable drill exercise.

The principal public event of the year was the reception of the Ladies' Visiting Committee, on Thursday, April 21, 1892.

We make grateful acknowledgment to the Ladies' Visiting Committee and to the many friends to whom we are indebted, especially those who have personally encouraged us by their interest in the work.

The King's Daughters of Newton, in addition to a generous contribution to the kindergarten endowment fund made it possible for two of our youngest children to spend the summer in the country, who otherwise would have been in the city through the hot summer months.

Other similar organizations and individuals have rendered valuable help in this way.

A beautiful and useful model of a furnished house was presented to the kindergarten by Mr. and Mrs. A. T. Whiting, to whom we are also indebted for many other favors bestowed upon the children.

To Miss Mabel Bond we acknowledge our obligations for some fine models of animals and a box of toys.

We would also recall in sweet remembrance one dear

child of the kindergarten, Cora Beatrice Standing of Fall River, who came here as one of the first pupils when the house was opened in 1887. After a year's attendance she was promoted to the higher department at South Boston. Ill health obliged her to leave school, and after a lingering illness she died at her home July 13, 1891, at the age of fourteen years and five months. Her love for the kindergarten was constant, and often during her sickness she referred to the happy days she had spent under its roof. It was her request that one hundred dollars of her own little property should be given to the kindergarten, and it is intended that one of the cabinets in the new building for girls shall be purchased with this money, and shall bear her name.

Respectfully,

ISABEL GREELEY.

LIST OF THE CHILDREN.

Almy, Lilian.
Colyar, Amy H.
Forbush, Vinnie F.
Goggin, Mary,
Griffin, Martha.
Heap, Myra.
Kennedy, Annie May.
Kennedy, Nellie A.
Matthews, Clara.
McKenzie, Maggie.
Muldoon, Sophia J.
Newton, Eldora B.
O'Neal, Katie.
Puffer, Mildred E.
Robin, Willie E.
Saunders, Emma E.
Thurley, Blanche M.
Wagner, Grace.

Wagner, Alice M.
Aberg, George Herman.
Amadon, Charles H.
Cunningham, James H. B.
Dodge, Wilbur F.
Fuller, Albert.
Jacobson, Guy H.
L'Abbé, Harry.
Lawton, George.
Levin, Bernard.
Manion, Lawrence.
Martello, Antonio.
Rochford, Francis J.
Simpson, Wm. Oren.
Stringer, Thomas.
Vaughn, Wm. M.
Walsh, Frederick V.
Younge, William Leon.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world, which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I.—Acknowledgments for Concerts and Operas in the City.

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager, of the Boston Theatre, for a general invitation to six operas and three representations of "The Old Homestead."

To the Pegon French Opera Company, for twenty-five tickets to each of two representations.

To Miss Agnes Huntington, for a general invitation to the English opera, "Capt. Therese."

To Mr. Chas. T. Ellis, for fifty-two tickets to an operatic festival.

To the Händel and Haydn Society, through its secretary, Mr. Chas. W. Stone, for sixty-eight tickets to one oratorio concert.

To Mr. Chas. C. Parkyn, for an average of twenty-three tickets to each of three Philharmonic orchestral concerts.

To Mr. Chas. T. Ellis, for forty tickets to one Young People's Popular Concert.

To Messrs. Miles and Thompson, for fifteen tickets to one Molé chamber concert.

To Prof. Carl Baermann, for twenty season tickets to three chamber concerts.

To Mr. L. Parkyn, for thirty tickets to a pianoforte recital by Madam Helen Hopekirk.

To Mr. Ernst Perabo, for six tickets to one concert by the Kneisel Quartette.

To Mr. E. W. Tyler, for thirty tickets to a pianoforte recital by Mr. Carl Stasny.

To the same, for twenty-eight tickets to a pianoforte recital by Mr. Otto Bendix.

To the same for thirteen tickets to the first and twenty tickets to the second pianoforte recital by Mr. Eugene d'Albert.

To Mr. Henry F. Miller, for fourteen tickets to an *ensemble* concert by Messrs. Doerner and Andrés.

To Mr. Ferdinand Dewey, for ten tickets to one pianoforte recital.

To Mr. E. B. Perry, for twelve tickets to one pianoforte recital.

To Miss Gilbraith, for six tickets to a pianoforte recital by Miss Avis Bliven.

To Mr. Chas. T. Ellis, for fifty tickets to two pianoforte recitals by Mr. Eugene d'Albert.

To Miss Ellen M. Wheelock, for twenty-five tickets to one New England Conservatory orchestral concert.

To Mr. Eliot Hubbard, for thirty-eight tickets to one song recital.

To Mr. Chas. T. Ellis, for fifty tickets to a lecture on the precursors of the pianoforte, given by Mr. Krehbiel.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts.

To the Cecilia, through its secretary, Mr. Edward Pelham Dodd, for an average of sixteen tickets to each of four concerts.

To an unknown friend, for three tickets to one Cecilia concert.

To a friend, for thirty tickets to a concert by Mrs. Julia Wyman.

To Miss Gertrude Franklin, for sixteen tickets to each of two song recitals.

To Rev. J. J. Lewis, for an invitation to all concerts and other entertainments given in the Broadway Universalist Church.

II.—Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and readings given from time to time in the music-hall of the institution, we are greatly indebted to the following artists:—

To Mr. George J. Parker, assisted by Mrs. Ella Cleveland Fenderson, contralto, Mrs. E. Humphrey Allen, soprano, Mr. C. N. Allen, violinist, and Dr. L. H. Fenderson, reader.

To Mr. George J. Parker, assisted by Miss Bailey, soprano, Mrs. F. A. Flanders, reader, and Miss Agnes Snyder, accompanist.

To Mr. Ernst Perabo, assisted by Mr. Franz Kneisel, violinist, and Mr. Alwin Schroeder, violoncellist.

To Mr. Henry F. Miller and Company, for one *ensemble* concert by Messrs. Doerner and Andrés.

To Miss Agnes Snyder, pianist, assisted by Mrs. Frances Dunton Wood, soprano, Miss Mary How, contralto, Mr. Wulf Fries, violoncellist, and Mr. John Kelley, accompanist.

To Mrs. F. A. Flanders, for one reading.

To Miss Abby Conn, Miss Washburn and Miss Webster, each for one reading.

III.—Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers, continue to be very kind

and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest:—

| | |
|--|--|
| The N. E. Journal of Education, | Boston, Mass. |
| The Atlantic, | " " |
| Boston Home Journal, | " " |
| Youth's Companion, | " " |
| Our Dumb Animals, | " " |
| The Christian Register, | " " |
| The Musical Record, | " " |
| The Folio, | " " |
| Littell's Living Age, | " " |
| Zion's Herald, | " " |
| The Missionary Herald, | " " |
| The Well-Spring, | " " |
| The Salem Register, | Salem, Mass. |
| The Century, | New York, N. Y. |
| St. Nicholas, | " " |
| The Journal of Speculative Philosophy, | " " |
| American Annals of the Deaf, | Washington, D. C. |
| The Etude, | Philadelphia, Pa. |
| The Silent Worker, | Inst. for the Deaf-Mutes, Trenton, N. J. |
| Church's Musical Journal, | Cincinnati, O. |
| The Messenger, | Ala. Academy for the Blind. |
| Tablet, | West Va. Inst. for Deaf-Mutes and Blind. |
| Good Health, | Battle Creek, Mich. |
| L' Amico dei Ciechi, | Florence, Italy. |

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

Kindergarten Account.

| | | |
|---|-------------|--------------|
| Donations for new building, | \$19,324.82 | |
| Donations for endowment, etc., | 8,524.07 | 27,848.89 |
| Rents from Jamaica Plain, | \$816.00 | |
| Income from Mary E. Gill fund, | 216.25 | |
| Received for tuition of Guy Jacobson, | 291.00 | |
| “ “ Tommy Stringer, | 700.00 | |
| “ “ Willie Robin, | 350.00 | |
| Donation for Willie Robin, | 3.50 | |
| Sale of coal, | 8.85 | |
| Sale of reports, | 1.00 | |
| Donation, Mrs. Warren B. Potter fund, | 20,000.00 | |
| Legacy from Miss Sarah Bradford, | 100.00 | |
| “ “ Mrs. Lucy A. Dwight, | 4,000.00 | |
| “ “ Mrs. Eleanor J. W. Baker, | 2,500.00 | |
| “ “ R. W. Turner, | 3,000.00 | |
| Received of State of Maine, | 600.00 | |
| “ “ New Hampshire, | 900.00 | |
| “ “ Connecticut, | 900.00 | |
| “ “ Rhode Island, | 900.00 | |
| Unexpended balance, | 25.24 | 35,311.84 |
| INVESTMENTS: | | |
| Collected May mortgage, | \$7,500.00 | |
| Collected money loaned last year, | 30,000.00 | 37,500.00 |
| | | \$204,847.88 |

\$204,847.88

EDWARD JACKSON, *Treasurer.*

Examined Oct. 12, 1892, and found correct.

HENRY ENDICOTT, *Auditor.*

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL
FOR THE BLIND *for the Year ending Sept. 30, 1892.*

| RECEIPTS. | | EXPENDITURES. | |
|---|-------------|--|-------------|
| <i>I. Income.</i> | | Bills paid by the treasurer: | |
| State of Massachusetts, appropriation, | \$30,000.00 | Clerk hire, | \$250.00 |
| " Massachusetts, account of Edith Thomas, . . . | 300.00 | Rent of safe, | 30.00 |
| " Maine, | \$3,975.00 | Balch & Rackemann, legal services, | 2.00 |
| " Maine, kindergarten, | 600.00 | | \$282.00 |
| " New Hampshire, | \$1,800.00 | <i>General Account.</i> | |
| " New Hampshire, kindergarten, | 900.00 | Paid by the director: | |
| " Vermont, | 2,400.00 | Maintenance, | \$55,564.59 |
| " Connecticut, | \$4,860.00 | New library building, | 28,708.16 |
| " Connecticut, kindergarten, | 900.00 | New library furnishings, | 2,683.55 |
| " Rhode Island, | \$5,020.00 | Extraordinary repairs, | 3,014.16 |
| " Rhode Island, kindergarten, | 900.00 | Taxes, insurance and repairs on buildings let: | |
| States, towns and individuals, etc., | 819.00 | 412-416 Fifth street, | \$243.72 |
| States, towns and individuals, etc., kindergarten, . . | 1,354.35 | 537 Fourth street, | 185.43 |
| From tuning, | | 541, 543 Fourth street, | 408.86 |
| " sundry small items, | \$53,828.37 | 557, 559 Fourth street, | 498.03 |
| " admission to exhibitions, | 2,135.49 | 583-589 Fourth street, | 416.93 |
| " interest on notes, | 201.67 | 99, 101 H street, | 82.24 |
| " " N. E. Trust Co., | 80.85 | 11 Oxford street, | 143.55 |
| " " Mary E. Gill fund, kindergarten, | 7,414.58 | 8, 10 Hayward place, | 870.80 |
| " " Chicago, Burlington & Northern R.R., . . . | 606.48 | 250, 252 Purchase street, | 570.10 |
| " " Kansas City, Clinton & Springfield R.R., . | 216.25 | 205, 207 Congress street, | 893.06 |
| " " St. Paul & Manitoba R.R., | | 172-178 Congress street, | 514.55 |
| " " Kansas City, St. Joseph & Council Bluffs R.R., | \$700.00 | Bills to be refunded, | 4,857.27 |
| | 150.00 | Expense of tuning department, | 630.05 |
| | 400.00 | Expense of work department, | 979.63 |
| | 350.00 | Board of blind men, | 1,992.86 |
| | | | 435.00 |

[illegible]

GENERAL STATEMENT OF RECEIPTS, ETC.—Concluded.

| | | | |
|--|-------------|--------------|--------------|
| <i>Amounts brought forward,</i> | \$115.00 | \$99,478.58 | \$204,847.88 |
| Donations, Miss Ellen M. Jones, | 25.00 | | |
| " Mrs. S. K. Burgess, | 50.00 | | |
| " Cash, | 3.00 | 193.00 | |
| <i>Kindergarten Account.</i> | | | |
| Donations, Mrs. Warren B. Potter, | \$20,000.00 | | |
| " endowment fund, | 6,168.57 | | |
| " annual subscriptions through Ladies' Auxiliary, | 1,959.50 | | |
| " contributions for current expenses, | 396.00 | | |
| " for new building, | 19,324.82 | 47,848.89 | |
| <i>Printing Account.</i> | | | |
| Donations, Miss Eliza Howes, to print "The Sleeping Sentinel," | \$27.00 | 1,027.00 | |
| Donations, a friend, | 1,000.00 | | |
| <i>General Account.</i> | | | |
| Legacy, Mrs. Eleanor J. W. Baker, | | 2,500.00 | |
| <i>Kindergarten Account.</i> | | | |
| Legacies, Miss Sarah Bradford, | \$100.00 | | |
| " Mrs. Eleanor J. W. Baker, | 2,500.00 | | |
| " Mrs. Lucy A. Dwight, | 4,000.00 | | |
| " Royal W. Turner, | 3,000.00 | 9,600.00 | |
| Collected mortgage, | \$75,500.00 | | |
| Collected loan, | 30,000.00 | 37,500.00 | |
| Cash on hand Oct. 1, 1891, | \$6,016.37 | | |
| Unexpended balance of auditors' drafts Oct. 1, 1892, . . | 684.04 | 6,700.41 | |
| | | \$204,847.88 | \$204,847.88 |

ANALYSIS OF MAINTENANCE ACCOUNT.

| | |
|--|-------------|
| Meats, 31,063 pounds, | \$2,748.72 |
| Fish, 3,140 pounds, | 218.08 |
| Butter, 5,987 pounds, | 1,666.04 |
| Rice, sago, etc., | 41.64 |
| Bread, flour, meal, etc., | 1,331.30 |
| Potatoes and other vegetables, | 791.08 |
| Fruit, fresh and dried, | 396.09 |
| Milk, 31,902 quarts, | 1,714.55 |
| Sugar, 9,614 pounds, | 372.13 |
| Tea and coffee, 999 pounds, | 355.25 |
| Groceries, | 1,169.25 |
| Gas and oil, | 456.76 |
| Coal and wood, | 2,747.55 |
| Sundry articles of consumption, | 262.20 |
| Wages and domestic service, | 5,185.24 |
| Salaries, superintendence and instruction, | 22,713.30 |
| Outside aid, | 457.47 |
| Medicines and medical aid, | 42.27 |
| Furniture and bedding, | 3,480.19 |
| Clothing and mending, | 1.87 |
| Expenses of stable, | 474.31 |
| Musical instruments, | 1,482.41 |
| Boys' shop, | 27.45 |
| Books, stationery, etc., | 1,951.34 |
| Construction and repairs, | 4,016.39 |
| Taxes and insurance, | 1,218.25 |
| Travelling expenses, | 103.93 |
| Sundries, | 139.53 |
| | <hr/> |
| | \$55,564.59 |

KINDERGARTEN DEPARTMENT, STATEMENT, OCT. 1, 1892.

| <i>Receipts.</i> | | <i>Expenditures.</i> | |
|--|-------------|-----------------------------|-------------|
| Board and tuition, State of Maine, | \$600.00 | Maintenance, | \$3,597.84 |
| " " New Hampshire, | 900.00 | Expense on houses let, | 196.85 |
| " " Connecticut, | 900.00 | Leveling and grading, etc., | 7,473.00 |
| " " Rhode Island, | 900.00 | New buildings, | 19,763.38 |
| " " Guy Jacobson, | 291.00 | Bills to be refunded, | 44.17 |
| " " Tommy Stringer, | 700.00 | Invested, | 29,000.00 |
| " " Willie Robin, | 353.50 | Cash on hand, | \$66,075.24 |
| Interest, Mary E. Gill fund, | | | 12,326.12 |
| Rents, Jamaica Plain, | | | |
| Sundry small items, | | | |
| Donations: Mrs. Warren B. Potter, | \$20,000.00 | | |
| " endowment fund, | 6,168.57 | | |
| " annual subscriptions through Ladies' Auxili- | | | |
| ary, | 1,959.50 | | |
| " contributions for current expenses, | 396.00 | | |
| " contributions for the new building, | 19,324.82 | | |
| Legacies: Miss Sarah Bradford, | \$100.00 | | |
| " Mrs. Eleanor J. W. Baker, | 2,500.00 | | |
| " Mrs. Lucy A. Dwight, | 4,000.00 | | |
| " R. W. Turner, | 3,000.00 | | |
| Income from investments, | | | |
| Cash, Oct. 1, 1891, | | | \$78,401.36 |

PRINTING DEPARTMENT, STATEMENT, OCT. 1, 1892.

| <i>Receipts.</i> | | <i>Expenditures.</i> | |
|--|----------|-------------------------------------|------------|
| Sale of books in raised print, | | Labor, | \$1,974.80 |
| Donations: to print "Sleeping Sentinel," | \$27.00 | Stock, | 153.14 |
| " " a friend, | 1,000.00 | Machinery, | 55.23 |
| | | Type, | 325.62 |
| | | Electrotyping, | 530.90 |
| | | Binding, | 665.65 |
| | | Books, | 87.96 |
| | | Insurance, | 100.00 |
| | | Express, freight, etc., | 29.11 |
| Income from invested funds, | | Capital account credited, | |
| | | Balance, | |
| | | | \$3,922.41 |
| | | | 1,000.00 |
| | | | 3,869.76 |
| | | | \$8,792.17 |

WORK DEPARTMENT, OCT. 1, 1892.

STATEMENT.

| | | |
|---|-------------|--------------------|
| Amount due Perkins Institution from first date, . . . | \$45,116.03 | |
| Excess of receipts over expenditures, | 84.80 | |
| | | <u>\$45,031.23</u> |
| Cash received during the year, | \$18,428.43 | |
| Salaries and wages paid blind people, . . . | \$4,055.31 | |
| Salaries and wages paid seeing people, . . . | 3,996.90 | |
| Amount paid for rent, repairs, stock and sundries, | 10,291.42 | 18,343.63 |
| | | <u>\$84.80</u> |
| Stock on hand Oct. 1, 1891, | \$6,273.99 | |
| Stock on hand Oct. 1, 1892, . . . | \$2,783.01 | |
| Receivable bills, | 3,227.42 | 6,010.43 |
| | | <u>263.56</u> |
| Loss, | | \$178.76 |

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1892:—

| | | |
|--|-------------|--------------|
| <i>Real Estate Yielding Income.</i> | | |
| Building 8 and 10 Hayward place, . . . | \$50,000.00 | |
| Building 250 and 252 Purchase street, . . | 44,000.00 | |
| Building 172-178 Congress street, . . . | 77,000.00 | |
| Building 205 and 207 Congress street, . . | 59,000.00 | |
| House 11 Oxford street, | 8,000.00 | |
| Houses 412, 414, 416 Fifth street, . . . | 9,900.00 | |
| House 537 Fourth street, | 4,800.00 | |
| Houses 541 and 543 Fourth street, . . . | 9,600.00 | |
| Houses 557 and 559 Fourth street, . . . | 15,500.00 | |
| Houses 583, 585, 587, 589 Fourth street, | 21,200.00 | |
| Houses 99 and 101 H street, | 3,300.00 | \$302,300.00 |
| <i>Real Estate used by the Institution.</i> | | |
| Real estate used for school purposes, South Boston, | | 288,378.00 |
| Real estate used for school purposes, Jamaica Plain, | | 106,326.00 |
| Unimproved land, South Boston, | | 9,975.00 |
| Mortgage notes, | | 126,000.00 |
| Note on demand, | | 50,000.00 |
| <i>Railroad Stock.</i> | | |
| Boston & Providence R.R., 30 shares, value, | \$5,790.00 | |
| Fitchburg R.R., preferred, 70 shares, value, | 6,222.20 | |
| Chicago, Burlington & Quincy R.R., 100 shares, value, | 13,708.04 | |
| Boston & Maine R.R., 31 shares, value, | 3,938.96 | |
| Boston & Albany R.R., 148 shares, value, | 29,933.00 | 59,592.20 |
| <i>Railroad Bonds.</i> | | |
| Eastern R.R., one 6% bond, value, . . . | \$1,270.00 | |
| Boston & Lowell R.R., one 5% bond, value, | 1,000.00 | |
| Chicago, Burlington & Quincy R.R., 27 4s, value, | 26,190.00 | |
| Chicago, Burlington & Northern R.R., 14 5s, value, | 14,416.88 | |
| Kansas City, St. Joseph & Council Bluffs R.R., 5 7s, value, | 6,375.00 | |
| St. Paul, Minnesota & Manitoba R.R., 10 4s, value, | 8,800.00 | |
| <i>Amounts carried forward,</i> | \$58,051.88 | \$942,571.20 |

| | | |
|--|-------------|----------------|
| <i>Amounts brought forward,</i> . . . | \$58,051.88 | \$942,571.20 |
| Kansas City, Clinton & Springfield R.R., 3 5s, value, | 3,051.25 | |
| Atchison, Topeka & Santa Fé R.R., 13 4s, value, | 11,470.50 | |
| Atchison, Topeka & Santa Fé R.R., 5 4s, 2d mortgage, | 3,850.00 | 76,423.63 |
| Cash, | | 13,193.92 |
| Household furniture, South Boston, . . | \$17,000.00 | |
| Household furniture, Jamaica Plain, . . | 4,500.00 | 21,500.00 |
| Provisions and supplies, South Boston, | \$585.38 | |
| Provisions and supplies, Jamaica Plain, | 150.00 | 735.38 |
| Coal, South Boston, | \$2,453.00 | |
| Coal, Jamaica Plain, | 565.00 | 3,018.00 |
| <i>Work Department.</i> | | |
| Stock, | \$2,783.01 | |
| Receivable bills, | 3,227.42 | 6,010.43 |
| <i>Musical Department.</i> | | |
| One large organ, | \$4,000.00 | |
| Four small organs, | 200.00 | |
| Fifty-three pianos, | 9,800.00 | |
| Band instruments, | 550.00 | |
| Violins, | 35.00 | |
| Musical library, | 750.00 | 15,335.00 |
| <i>Printing Department.</i> | | |
| Stock and machinery, | \$3,340.00 | |
| Books, | 16,079.00 | |
| Electrotype plates, | 11,268.00 | 30,687.00 |
| School furniture and apparatus, | | 9,000.00 |
| Library of books in common print, . . | \$3,233.00 | |
| Library of books in embossed print, . . | 13,856.00 | 17,089.00 |
| Boys' shop, | | 91.67 |
| Stable and tools, | | 690.90 |
| | | \$1,136,346.13 |

The foregoing property represents the following funds and balances, and is answerable for the same:—

| | | |
|--|--------------|----------------|
| INSTITUTION FUNDS. | | |
| General fund of the institution, | \$122,011.97 | |
| Harris fund, | 80,000.00 | |
| Richard Perkins fund, | 20,000.00 | |
| Charlotte B. Richardson legacy, | 39,500.00 | |
| John N. Dix legacy, | 10,000.00 | |
| Joseph Scholfield legacy, | 2,500.00 | |
| Eleanor J. W. Baker legacy, | 2,500.00 | \$276,511.97 |
| Cash in the treasury, | | 867.80 |
| PRINTING FUND. | | |
| Capital, | \$108,500.00 | |
| Surplus for building purposes, | 34,303.86 | 142,803.86 |
| KINDERGARTEN FUNDS. | | |
| Helen C. Bradlee fund, | \$40,000.00 | |
| Mrs. George W. Wales fund, | 10,000.00 | |
| Mrs. Warren B. Potter fund, | 20,000.00 | |
| Sidney Bartlett legacy, | 10,000.00 | |
| George Downs legacy, | 3,000.00 | |
| Mary Williams legacy, | 5,000.00 | |
| Elisha T. Loring legacy, | 5,000.00 | |
| Ellen M. Gifford legacy, | 5,000.00 | |
| Joseph Scholfield legacy, | 3,000.00 | |
| Mrs. Eleanor J. W. Baker legacy, | 2,500.00 | |
| Mrs. Lucy A. Dwight legacy, | 4,000.00 | |
| Royal W. Turner legacy, | 3,000.00 | |
| Funds from other donations, | 61,944.00 | 172,444.00 |
| Funds for building purposes, | | 22,556.00 |
| Cash in treasury, | | 12,326.12 |
| Buildings, unimproved real estate and personal property in use of the institution, South Boston, | | 397,295.38 |
| Land, buildings and personal property in use of the kindergarten at Jamaica Plain, | | 111,541.00 |
| | | \$1,136,346.13 |
| Total amount of property belonging to the kindergarten, | | \$318,867.12 |
| Total amount of property belonging to the institution proper, | | 817,479.01 |
| | | \$1,136,346.13 |

FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING SEPT. 30, 1892.

RECEIPTS.

Donations—

Mrs. Warren B. Potter fund, \$20,000.00

Legacies—

Miss Sarah Bradford, . . . \$100.00

Mrs. Eleanor J. W. Baker, . . 2,500.00

Mrs Lucy A. Dwight, . . . 4,000.00

Royal W. Turner, 3,000.00 9,600.00 \$29,600.00

Endowment fund, \$6,168.57

Annual subscriptions through Ladies' Aux-

iliary Aid Society, 1,959.50

Contributions, 396.00

For current expenses, 8,524.07

Donations for new building, 19,324.82

Board and tuition, 4,644.50

Rents, 816.00

Sundry small items, 9.85

Income from investments, 9,643.16

Income from Miss Mary E. Gill's fund, . . 216.25

Cash on hand, Oct. 1, 1891, 5,622.71 \$78,401.36

EXPENSES.

Maintenance, \$9,597.84

Levelling and grading, 7,473.00

Expenses on houses let, 196.85

Bills to be refunded, 44.17

New buildings, 19,763.38

Invested, 29,000.00 \$66,075.24

Balance Oct. 1, 1892, \$12,326.12

PROPERTY BELONGING TO THE KINDERGARTEN.

| | | |
|---|-------------|--------------|
| Helen C. Bradlee fund, | \$40,000.00 | |
| Mrs. Warren B. Potter fund, | 20,000.00 | |
| Mrs. George W. Wales fund, | 10,000.00 | |
| Legacies — | | |
| Sidney Bartlett, | 10,000.00 | |
| George Edward Downs, | 3,000.00 | |
| Mary Williams, | 5,000.00 | |
| Elisha T. Loring, | 5,000.00 | |
| Ellen M. Gifford, | 5,000.00 | |
| Joseph Scholfield, | 3,000.00 | |
| Royal W. Turner, | 3,000.00 | |
| Mrs. Lucy A. Dwight, | 4,000.00 | |
| Mrs. Eleanor J. W. Baker, | 2,500.00 | |
| Funds from other donations, | 61,944.00 | |
| Funds for building purposes, | 22,556.00 | \$195,000.00 |
| Cash in treasury, | | 12,326.12 |
| Land, buildings and personal property in use of the Kindergarten at Jamaica Plain, | | 111,541.00 |
| Total amount of property belonging to the Kindergarten, | | \$318,867.12 |

KINDERGARTEN ENDOWMENT FUND.

LIST OF CONTRIBUTORS.

From Sept. 30, 1891, to Oct. 1, 1892.

| | |
|--|-----------------|
| A friend, | \$500.00 |
| A friend, | 20.00 |
| A friend, | 2.00 |
| A friend, Beacon street, | 50.00 |
| <i>Amount carried forward,</i> | <i>\$572.00</i> |

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| <i>Amount brought forward,</i> | \$572.00 |
| A friend of the little blind children, additional, . . . | 200.00 |
| A friend, First Congregational Unitarian Church, Providence, | 100.00 |
| A friend, through Helen Keller, | 100.00 |
| A class of young ladies in the Union Church of East Braintree, | 15.00 |
| Aspinwall, Mrs. W. H., | 5.00 |
| Atkinson, Mrs. Edward, | 20.00 |
| Balfour, Miss Mary D., fifth contribution, | 10.00 |
| Barnard, James M., | 10.00 |
| Barnard Memorial Kindergarten, through Miss L. H. Symonds, | 3.77 |
| Baylies, Mrs. W. C., second contribution, | 5.00 |
| B., C. A., | 15.00 |
| Bowen, Mrs. E. M., | 20.00 |
| Boyden, Mrs. Charles, | 25.00 |
| Brigham, Miss Eleanor W., North Grafton, | 5.00 |
| Brooks, Mrs. Francis, sale of "Heidi," ninth contri- bution, | 35.00 |
| Cary, Miss A. P., third contribution, | 100.00 |
| Cash, | 5.00 |
| Children of Barnard Memorial Chapel, | 4.31 |
| Charlestown, Loyal Temperance Legion, | 5.00 |
| Clark, Mrs. Joseph W., | 300.00 |
| Clarke, Mrs. James Freeman, third contribution, . . . | 5.00 |
| Crosby, Sumner, | 25.00 |
| Cowing, Mrs. Martha W., | 25.00 |
| Curtis, Miss I. P., second contribution, | 5.00 |
| Eastman, The Misses, Wellesley, | 25.00 |
| Endicott, Miss Mary E., third contribution, | 25.00 |
| Eleven children from West Newton, | 125.68 |
| Estate of Mrs. Thomas Cole, Salem, | 50.00 |
| <i>Amount carried forward,</i> | \$1,840.76 |

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|--|------------------|
| <i>Amount brought forward,</i> | \$1,840.76 |
| Fairbanks, Miss C. L., third contribution, | 10.00 |
| Farnum, Mrs. Henry, New Haven, third contribution, | 50.00 |
| Fay, Miss Lillie, | 2.00 |
| Field, Mrs. E. E. V., Milton, annual, | 25.00 |
| Field, Mrs. Nancy M., Monson, sixth contribution, | 100.00 |
| First Orthodox Congregational Church, Somerville, | 2.42 |
| From a friend, | 100.00 |
| From a friend to the little blind children, | 80.00 |
| Gammell, Mrs. William, Providence, second contribu- tion, | 100.00 |
| Gore Kindergarten, East Cambridge, Mrs. Berthold's, | 5.20 |
| Guild, Mrs. S. E., sixth contribution, | 25.00 |
| Hammond, Mrs. George W., annual, | 10.00 |
| H. C., | 5.00 |
| H. H., | 25.00 |
| H. H., | 3.00 |
| Higginson, Frederick, | 25.00 |
| Houston, William C., | 20.00 |
| Jackson, Mrs. J. B. S., annual, | 50.00 |
| Jenks, Miss C. E., eighth contribution, | 5.00 |
| Jordan, Mrs. Helen L., | 5.00 |
| K., | 5.00 |
| Kimball, Mrs. M. D., fourth contribution, | 100.00 |
| Kindergarten at Brighton, Mrs. Rust's, | 2.03 |
| Kindergarten at Hyde Park, Miss Stevens's, | 3.00 |
| Kindergarten at Newton Lower Falls, Mrs. Sweetser's, | 3.59 |
| King, George A., Washington, | 4.00 |
| Kramer, Henry C., third contribution, | 20.00 |
| Ladies of Lynn, through Mrs. Lucy B. Haven, | 61.00 |
| Lodge, Mrs. Anna C., fourth contribution, | 100.00 |
| Loring, Mrs. W. Caleb, fourth contribution, | 50.00 |
| Loud, Mrs. Sarah P., | 5.00 |
| <i>Amount carried forward,</i> | <hr/> \$2,842.00 |

| | |
|---|-------------------|
| <i>Amount brought forward,</i> | \$2,842.00 |
| Lovering, Mrs. C. T., | 5.00 |
| Lyman, Mrs. G. H., | 10.00 |
| Lyman, Mrs. George H., | 5.00 |
| M., | 5.00 |
| Marsh, Miss Sarah L., Hingham, | 50.00 |
| Meredith, Mrs. Mary E., third contribution, | 5.00 |
| Morgan, Eustis C., Saco, Me., third contribution, | 50.00 |
| Morse, Mrs. Leopold, third contribution, | 100.00 |
| Minot, Dr. Francis, third contribution, | 25.00 |
| Neal, George B., Charlestown, | 20.00 |
| Ober, Louis P., second contribution, | 10.00 |
| Oliver, Dr. Henry J., | 100.00 |
| Parker, Mrs. E. P., second contribution, | 100.00 |
| Parkinson, Mrs. John, fourth contribution, | 25.00 |
| Part proceeds of entertainment given at Beaconsfield Terraces, | 137.00 |
| Peabody, F. H., third contribution, | 20.00 |
| P. K., | 50.00 |
| Porteous, Mrs. John, | 4.00 |
| Porteous, Miss M. J., | 1.00 |
| Primrose Club, Dorchester, third contribution, | 126.25 |
| Proceeds of entertainment at Dudley street Opera House, Roxbury, through Mrs. Call, | 41.00 |
| Proceeds of entertainment at the Norfolk House, Roxbury, | 35.00 |
| Proceeds of fair held in Ashmont by Ethel Hutchin- son, Amy Lang and Lena Nesbit, | 113.00 |
| Proceeds of fair held in Dorchester by Florence Warner, Margaret Jackson, Ruth Hayes, Maud Withington and Martha Packard, | 50.00 |
| Proceeds of fair held by William Swan and Gordon Rankle, | 10.12 |
| <i>Amount carried forward,</i> | <u>\$3,939.37</u> |

| | |
|---|-------------------|
| <i>Amount brought forward,</i> | \$3,939.37 |
| Proceeds of fair held at Hull by Eleanor Devonshire and Louise Comey of Dorchester, and Nancy Noyes of Jamaica Plain, | 12.12 |
| Proceeds of fair held in Hingham by Alice and Bessie W. Ripley, and Edith and Helen R. Burdett, . . | 20.38 |
| Proceeds of fair held at Hull by the "Rainy Day Club," Marjorie Bouvé, Christel W. Wilkins, Edith A. Kelly, M. Alice Eaton, Marion E. and Lillian Smith, and Edith L. Caverly, | 225.00 |
| Proceeds of Greek dance at Mrs. J. A. Beebe's, . . . | 252.00 |
| Putnam, Mrs. J. J., | 5.00 |
| Robeson, William R., | 100.00 |
| S., | 10.00 |
| Sabine, Miss Catherine, fifth contribution, | 3.00 |
| Schlesinger, B., third contribution, | 50.00 |
| S., E. P., | 50.00 |
| Shattuck, Mrs. G. C., third contribution, | 10.00 |
| Shepard, Mrs. Emily E., Brookline, | 20.00 |
| Shurtleff Kindergarten, through Mrs. Voorhees, . . | 5.00 |
| Sohier, The Misses, | 50.00 |
| Stewart, Mrs. Charles B., | 20.00 |
| Sunday-school of First Church, Boston, annual, . . . | 90.34 |
| Stevenson, Miss A. B., | 20.00 |
| Sunday-school class, Miss A. B. L. French's, | 5.00 |
| Sunday-school class in Kirk street Church, Lowell, Miss Adelaide Ward's, | 4.29 |
| Sunday-school class in Shepard Memorial Church, Cambridge, Miss Smith's, | 2.07 |
| Sunday-school class of eight girls in Union Church, Weymouth, | 10.00 |
| Thaw, Mrs. William, Pittsburg, Penn., | 50.00 |
| The Ministering Ten of King's Daughters in Cam- bridge, | 20.00 |
| <i>Amount carried forward,</i> | <u>\$4,973.57</u> |

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|--|------------|
| <i>Amount brought forward,</i> | \$4,973.57 |
| Thorndike, Mrs. J. H., annual, | 100.00 |
| Vose, Miss Caroline C., Milton, second contribution, | 10.00 |
| Washburn, Rev. A. F., third contribution, | 20.00 |
| Watson, Thomas A., East Braintree, second and third contributions, | 800.00 |
| Weld, Miss Susan, | 100.00 |
| White, C. J., fifth contribution, | 25.00 |
| Whitney, Edward, third contribution, | 100.00 |
| Whitney, Miss Sarah W., third contribution, | 25.00 |
| Willard, Mrs. Ashton R., | 10.00 |
| Wood, Miss C., fourth contribution, | 5.00 |
| | <hr/> |
| | \$6,168.57 |
| The Mrs. Warren B. Potter fund, | 20,000.00 |

CONTRIBUTIONS FOR CURRENT EXPENSES.

| | |
|---|------------|
| Annual subscriptions through the Ladies' Auxiliary Aid Society, Miss Olga E. Gardner, treasurer <i>pro tem.</i> , | \$1,479.50 |
| Cambridge Branch, through Mrs. E. C. Agassiz, | 400.00 |
| Dorchester Branch, through Mrs. Elizabeth S. Whitten, | 80.00 |
| Baker, Mrs. Richard, annual, | 50.00 |
| Brown, Miss H. Louise, annual, | 5.00 |
| Children of Miss Sampson's private school, Charlestown, | 6.00 |
| Coolidge, Mrs. J. T., annual, | 10.00 |
| D., L. W., and M. M. D., annual, | 50.00 |
| First Congregational Unitarian Society, New Bedford, | 50.00 |
| | <hr/> |
| <i>Amount carried forward,</i> | \$2,130.50 |

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|--|------------|
| <i>Amount brought forward,</i> | \$2,130.50 |
| Iasigi, Miss Mary V., annual, | 15.00 |
| Lowell, Miss G., annual, | 10.00 |
| Lowell, Miss Lucy, annual, | 10.00 |
| Meyer, Mrs. George von L., annual, | 50.00 |
| Montgomery, William, annual, | 15.00 |
| Motley, Mrs. E. Preble, | 10.00 |
| Thorndike, Mrs. J. H., annual, | 10.00 |
| Wales, Miss M. A., annual, | 25.00 |
| Warren, Mrs. J. Sullivan, annual, | 20.00 |
| Whitehead, Miss Mary, annual, | 10.00 |
| Whitwell, S. H., annual, | 25.00 |
| Whitwell, Miss S. L., annual, | 25.00 |
| | <hr/> |
| | \$2,355.50 |

FOR THE NEW BUILDING.

| | |
|--|------------|
| A. B., fourth contribution, | \$100.00 |
| A friend, | 1,000.00 |
| A friend of the little blind children, additional, . . . | 20.00 |
| A friend, through A. F. Whiting, | 25.00 |
| Amadon, Charles, | 1.55 |
| Andrew, Mrs. Emily H., Montana, | 10.00 |
| Antonio and Lawrence, Hartford, Conn., | .50 |
| Appleton, Mrs. William, ninth contribution, | 1,000.00 |
| Bigelow, Mrs. Caroline T., second contribution, . . . | 100.00 |
| Boston, | 1,000.00 |
| Brackett, Miss Mary, Quincy, | 20.00 |
| Brooks, Mrs. F. A., third contribution, | 100.00 |
| Burnham, Mrs. John A., second contribution, | 100.00 |
| Carter, John W., | 25.00 |
| | <hr/> |
| <i>Amount carried forward,</i> | \$3,502.05 |

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|--|------------|
| <i>Amount brought forward,</i> | \$3,502.05 |
| Cary, Miss Anne P., fourth contribution, | 1,500.00 |
| Chapin, Mrs. A. M., Milford, second contribution, . . | 5.00 |
| Chickering, Mrs. S. G., | 1.00 |
| Chickering, Mrs. S. M., Joy Mills, Pa., fourth contribution, | 50.00 |
| Children of the Baptist Church, Jamaica Plain, . . . | 4.03 |
| Cook, Mrs. Charles T., Detroit, Mich., | 50.00 |
| Cushing, Thomas, second contribution, | 1.00 |
| Dunklee, Mrs. John W., | 50.00 |
| Durant, William, third contribution, | 20.00 |
| Egbert, Willie, Marblehead, third contribution, . . . | 10.00 |
| Eliot, Dr. Samuel, sixth contribution, | 100.00 |
| Entertainment at Fauntleroy Hall by Ethel Howard and others, | 64.50 |
| Fair held by little girls at 28 Mt. Vernon street, . . | 75.00 |
| Fair held by children at Mrs. D. McIntosh's, Jamaica Plain, | 31.45 |
| Faulkner, Miss, | 500.00 |
| Fay, Mrs. Dudley B., | 25.00 |
| Ferris, Mrs. M. C., Brookline, second contribution, . | 200.00 |
| Ferris, Miss E. M., Brookline, | 100.00 |
| Foote, Miss Mary B., Cambridge, | 5.00 |
| Friend, A. B. M., second contribution, | 1,000.00 |
| Friend, S. M. F., second contribution, | 1,000.00 |
| From a friend, | 500.00 |
| Fry, Mrs. Charles, second contribution, | 100.00 |
| Glover, Joseph B., Albert, and the Misses Glover, annual, | 600.00 |
| Goodnow, Mrs. Lucie M., Cambridge, second contribution, | 25.00 |
| Gunnison, The Misses, | 4.00 |
| Hayes's School, Mrs. S. H., second contribution, . . | 310.00 |
| <i>Amount carried forward,</i> | \$9,833.03 |

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|---|-------------|
| <i>Amount brought forward,</i> | \$9,833.03 |
| Hogg, Mrs. John, | 25.00 |
| Howland, Mrs. O. O., | 25.00 |
| Hutchins, Mrs. Constantine F., fourth contribution, . | 20.00 |
| Kent, Mrs. Helena M., second contribution, | 100.00 |
| Kidder, Mrs. H. P., second contribution, | 50.00 |
| Kindergarten at Berkeley Temple, ten children, . . | .10 |
| Kindergarten at Cambridgeport, Mrs. Voorhees's, . . | 5.00 |
| Kindergarten School, Walpole street, Miss Carr's, . . | 7.50 |
| King's Daughters at Newton, | 111.00 |
| King's Daughters of the Trinitarian Church, Concord, | 10.00 |
| Lang, Mrs. B. J., second contribution, | 20.00 |
| Lee, Mr. and Mrs. George C., | 500.00 |
| Lee, Col. Henry, | 1,000.00 |
| Levin, Bernard, | .75 |
| Little children of Miss A. L. Partridge's school, Augusta, Maine, second contribution, | 53.00 |
| Little folks of Miss H. H. Sampson's school, Charles- town, twelfth contribution, | 8.00 |
| Mackay, Mrs. Frances M., Cambridge, third contribu- tion, | 50.00 |
| Mason, Miss Ida M., sixth contribution, | 1,000.00 |
| Morse, Miss Margaret F., third contribution, | 5.00 |
| Motley, Edward, fourth contribution, | 100.00 |
| Newell, Mrs. M. Abbie, fifth contribution, | 50.00 |
| Nickerson, Andrew, second contribution, | 25.00 |
| Peabody, Rev. Dr. A. P., | 250.00 |
| Peters, Edward D., fifth contribution, | 55.00 |
| Phinney, Mrs. W. D., Brookline, | 5.00 |
| Pope, Drs. C. A. and E. F., | 10.00 |
| Powars, Mary A., | 25.00 |
| Primary class in Day street Church, | 2.75 |
| Proceeds of Helen Keller's "Tea," | 1,156.00 |
| <i>Amount carried forward,</i> | \$14,502.13 |

| | |
|---|-------------|
| <i>Amount brought forward,</i> | \$14,502.13 |
| Proceeds of Doll Show, | 277.66 |
| Proceeds of fair held in Milton by the "Junior Ten" of the Lend a Hand Club at the home of Edith S. Tilden, | 315.00 |
| Proceeds of entertainments, February 22, by pupils of Perkins Institution, | 161.06 |
| Quincy, George Henry, third contribution, | 25.00 |
| Richardson, Mrs. T. O., fifth contribution, | 200.00 |
| R., S. W., | 25.00 |
| Saltonstall, Henry, second contribution, | 1,000.00 |
| Saltonstall, Mrs. Leverett, third contribution, | 100.00 |
| Sampson, George, second contribution, | 25.00 |
| Sears, David, | 250.00 |
| Shaw, H. R., | 5.00 |
| Shuman, Mrs. A., | 5.00 |
| Slafter, Rev. Dr. Edmund F., <i>almoner</i> of L. A. Adams, | 500.00 |
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OF
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OF THE
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AND
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FOR THE YEAR ENDING
SEPTEMBER 30, 1893

BOSTON
PRESS OF GEO. H. ELLIS, 141 FRANKLIN STREET
1894



TABLE OF CONTENTS.

| | PAGE |
|---|------|
| Communication to the Secretary of State, | 5 |
| Officers of the Corporation, | 6 |
| Officers of the Institution, | 7 |
| Members of the Corporation, | 8 |
| Proceedings of the Annual Meeting of the Corporation, . . . | 17 |
| REPORT OF THE TRUSTEES, | 20 |
| 1. Number and Health of the Pupils, p. 20.—2. The School, p. 21.— 3. Commencement Exercises, p. 22.—4. The New Library and Musical Department, p. 28.—5. Post-graduate Course, p. 28.— 6. A New Music Hall, p. 28.—7. Blind Deaf-mutes, p. 29.— 8. Finances, p. 29.—9. Repairs and Improvements, p. 30.— —10. The Howe Memorial Press, p. 30.—11. The Workshop for Adults, p. 32.—12. Deaths of Dr. Peabody and Mr. Dwight, p. 32.—13. Deaths of the Members of the Corporation, p. 35.— 14. Conclusion, p. 37. | |
| REPORT OF THE DIRECTOR, | 38 |
| Introductory Remarks, p. 38.—Enrollment of Blind Persons, p. 40.— Health of the Inmates, p. 41.—Aim of the Education of the Blind, p. 43.—Department of Physical Culture, p. 45.—Literary Department, p. 48.—Edith Thomas, p. 52.—Music Department, p. 90.—Tuning Department, p. 99.—Department of Manual Training, p. 102.—Conclusion, p. 109. | |
| List of the Pupils, | 110 |
| SEVENTH ANNUAL REPORT OF THE KINDERGARTEN FOR THE BLIND, | 113 |
| Officers of the Corporation, p. 115.—Officers of the Kindergarten, p. 115.—Establishment of the Kindergarten, p. 116.—REPORT OF THE TRUSTEES, p. 117.—Opening of the New Building, p. 117.— Rapid Growth of the Kindergarten, p. 118.—The Value and Needs of the Kindergarten, p. 119.—The Kindergarten at the Annual Festival, p. 123.—Plea of Hon. Harvey N. Shepard, p. 132. | |

| | |
|--|-----|
| REPORT OF THE DIRECTOR, | 129 |
| Introductory Remarks, p. 129.—Deeds and Needs of the Kindergarten, p. 131.—More Annual Subscriptions Needed, p. 135.—Incom- pleteness of the Endowment Fund, p. 140.—The Debt upon the New Buildings, p. 142.—The Central or Main Building, p. 144.— Mrs. Warren B. Potter Fund, p. 147.—Primary Classes and Introduction of Sloyd, p. 148.—Fruits of the Kindergarten, p. 154.—Willie Elizabeth Robin, p. 159.—Thomas Stringer, p. 194.—Closing Remarks, p. 206. | |
| Dedication of the New Buildings, | 208 |
| REPORT OF THE MATRON, | 232 |
| List of the Children, | 239 |
| Acknowledgments, | 240 |
| Treasurer's Account, | 244 |
| General Statement of Receipts and Disbursements, | 246 |
| Analysis of the Maintenance Account, | 249 |
| Kindergarten Fund Statement, | 250 |
| Printing Fund Statement, | 251 |
| Work Department Statement, | 252 |
| Account of Property, Oct. 1, 1893, | 253 |
| Financial Statement of the Kindergarten, | 256 |
| Property belonging to the Kindergarten, | 257 |
| List of Contributors to the Kindergarten Endowment Fund, | 258 |
| Contributions for Current Expenses, | 262 |
| Contributions for the New Building, | 263 |
| Donations and Subscriptions for Tommy Stringer, | 265 |
| Donations through the Ladies' Auxiliary Aid Society, | 267 |
| List of Annual Subscribers, | 268 |
| List of Embossed Books, | 288 |
| List of Appliances and Tangible Apparatus, | 294 |

Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 16, 1893.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR:—I have the honor to transmit to you, for the use of the legislature, a copy of the sixty-second annual report of the trustees of this institution to the corporation thereof, together with that of the treasurer and the usual accompanying documents.

Respectfully,

M. ANAGNOS,

Secretary.

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1893-94.

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GEORGE S. HALE, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
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whose duty it is to visit and inspect the Institution at least once in each month.

1894.

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February, W. ENDICOTT, JR.
March, J. B. GLOVER.
April, J. T. HEARD.
May, H. M. HOWE.
June, E. N. PERKINS.

1894.

July, W. L. RICHARDSON.
August, L. SALTONSTALL.
September, HENRY STONE.
October, T. F. TEMPLE.
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 Richardson, Miss M. Grace, New York.
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 Richardson, William L., M.D., Boston.
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 Robertson, Mrs. Alice Kent, Charlestown.
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 Rodocanachi, J. M., Boston.
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 Rogers, Miss Flora E., New York.
 Rogers, Henry M., Boston.
 Rogers, Jacob C., Boston.
 Rogers, Mrs. William B., Boston.
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 Ropes, Joseph S., Boston.
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 Schlesinger, Sebastian B., Boston.
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 Sears, Frederick R., Boston.
 Sears, Mrs. Knyvet W., Boston.
 Sears, Mrs. P. H., Boston.
 Sears, Mrs. S. P., Boston.
 Sears, Willard T., Boston.
 Sharpe, L., Providence.
 Shaw, Mrs. G. Howland, Boston.
 Shaw, Henry S., Boston.
 Shaw, Miss Pauline, Boston.
 Shaw, Quincy A., Boston.
 Shepard, Harvey N., Boston.
 Shepard, Mrs. T. P., Providence.
 Sherwood, W. H., Boston.
 Shinkle, Miss Camilla Hunt, Covington, Ky.
 Shippen, Rev. R. R., Washington.
 Sigourney, Mrs. Henry, Boston.
 Silsbee, Mrs. M. C. D., Boston.
 Slafter, Rev. Edmund F., Boston.
 Slater, H. N., Jr., Providence.
 Slocum, Mrs. W. H., Jamaica Plain.
 Snelling, Samuel G., Dedham.
 Sohier, Miss E. D., Boston.
 Sohier, Miss Elizabeth, Boston.
 Sohier, Miss Emily L., Boston.
 Spaulding, J. P., Boston.
 Spaulding, Mrs. Mahlon D., Boston.
 Spencer, Henry F., Boston.
 Sprague, F. P., M.D., Boston.

- Sprague, S. S., Providence.
 Stanwood, Edward, Brookline.
 Stearns, Charles H., Brookline.
 Stearns, Mrs. Charles H., Brookline.
 Stevens, Miss C. Augusta, New York.
 Stewart, Mrs. C. B., Boston.
 Stone, Col. Henry, South Boston.
 Storrs, Mrs. E. K., Brookline.
 Sturgis, Francis S., Boston.
 Sullivan, Richard, Boston.
 Swan, Mrs. Sarah H., Cambridge.
 Swan, Robert, Dorchester.
 Swan, Mrs. Robert, Dorchester.
 Taggard, B. W., Boston.
 Taggard, Mrs. B. W., Boston.
 Talbot, Mrs. Isabella W., North Billerica.
 Tapley, Mrs. Amos P., Boston.
 Tarbell, George G., M.D., Boston.
 Temple, Thomas F., Boston.
 Thaw, Mrs. William, Pittsburg, Penn.
 Thaxter, Joseph B., Hingham.
 Thayer, Miss Adele G., Boston.
 Thayer, Miss A. G., Andover.
 Thayer, Rev. George A., Cincinnati.
 Thayer, Mrs. Harriet L., Boston.
 Thayer, Mrs. Nathaniel, Boston.
 Thomas, Mrs. Joseph B., Boston.
 Thorndike, Mrs. Delia D., Boston.
 Thorndike, S. Lothrop, Cambridge.
 Ticknor, Miss A. E., Boston.
 Tilden, Miss Edith S., Milton.
 Tilden, Mrs. M. Louise, Milton.
 Tilton, Mrs. W. S., Newtonville.
 Tingley, S. H., Providence.
 Tolman, Joseph C., Hanover.
 Torrey, Miss A. D., Boston.
 Tower, Col. William A., Boston.
 Townsend, Miss Sophia T., Boston.
 Troup, John E., Providence.
 Tuckerman, Mrs. C. S., Boston.
 Turner, Miss Abby W., Randolph.
 Turner, Miss Alice M., Randolph.
 Turner, Miss Ellen J., Boston.
 Turner, Mrs. M. A., Providence.
 Turner, Mrs. Royal W., Randolph.
 Underwood, F. H., Boston.
 Underwood, Herbert S., Boston.
 Upham, Mrs. George P., Boston.
 Upton, George B., Boston.
 Villard, Mrs. Henry, New York.
 Vose, Miss Caroline C., Milton.
 Wainwright, Miss R. P., Boston.
 Wales, George W., Boston.
 Wales, Mrs. George W., Boston.
 Wales, Joseph H., Boston.
 Ward, Rev. Julius H., Boston.
 Warden, Erskine, Waltham.
 Ware, Mrs. Charles E., Boston.
 Ware, Miss M. L., Boston.
 Ware, Miss Charlotte L., Cambridge.
 Warren, J. G., Providence.
 Warren, Mrs. J. Sullivan, Boston.
 Warren, Mrs. Wm. W., Boston.
 Washburn, Rev. Alfred F., South Boston.
 Washburn, Hon. J. D., Worcester.
 Waters, Edwin F., Boston.
 Waterston, Mrs. R. C., Boston.
 Watson, Thomas A., Weymouth.
 Watson, Mrs. Thomas A., Weymouth.
 Webster, Mrs. John G., Boston.
 Weeks, A. G., Boston.
 Welch, E. R., Boston.
 Weld, Otis E., Boston.
 Weld, R. H., Boston.
 Weld, Mrs. W. F., Boston.
 Weld, Mrs. William F., Boston.
 Weld, W. G., Boston.
 Wells, Mrs. Elizabeth S., Boston.
 Wesson, J. L., Boston.
 Wheelock, Miss Lucy, Boston.
 Wheelright, Josiah, Roxbury.
 Wheelwright, A. C., Boston.
 Wheelwright, John W., Boston.
 White, C. J., Cambridge.

- White, Charles T., Boston.
 White, Mrs. Charles T., Boston.
 White, G. A., Boston.
 White, Joseph A., Framingham.
 Whitehead, Miss Mary, West
 Somerville.
 Whitford, George W., Providence.
 Whiting, Albert T., Boston.
 Whiting, Ebenezer, Boston.
 Whitman, Mrs. Sarah W., Boston.
 Whitney, Miss Anne, Boston.
 Whitney, Edward, Belmont.
 Whitney, Henry M., Brookline.
 Whitney, Miss Sarah A., Boston.
 Whitney, Miss Sarah W., Boston.
 Whitten, Mrs. Elizabeth S., Dor-
 chester.
 Whitwell, S. Horatio, Boston.
 Whitwell, Miss S. L., Boston.
 Wigglesworth, Edward, M.D., Bos-
 ton.
- Wigglesworth, Thomas.
 Wightman, W. B., Providence.
 Williams, Mrs. H., Boston.
 Williams, Miss Louise H., Boston.
 Wilson, Mrs. Maria Gill, Newton-
 ville.
 Winslow, Mrs. George, Roxbury.
 Winsor, Mrs. Ernest, Chestnut Hill.
 Winsor, J. B., Providence.
 Winthrop, Mrs. John, Stockbridge.
 Winthrop, Hon. Robert C., Boston.
 Winthrop, Mrs. Thomas L., Bos-
 ton.
 Wolcott, Mrs. J. H., Boston.
 Wolcott, Roger, Boston.
 Woodruff, Thomas T., Boston.
 Woods, Henry, Boston.
 Woolf, Benjamin E., Boston.
 Worthington, Roland, Roxbury.
 Young, Mrs. Benjamin L., Boston.
 Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION

SOUTH BOSTON, Oct. 11, 1893.

The annual meeting of the corporation, duly summoned, was held today at the institution and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. S. Lothrop Thorndike presented the report of the trustees, which was read, accepted and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were elected:—

President — Samuel Eliot, LL.D.

Vice-President — George S. Hale.

Treasurer — Edward Jackson.

Secretary — M. Anagnos.

Trustees — William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Henry Marion Howe, Edward N. Perkins, Leverett Saltonstall, S. Lothrop Thorndike and George W. Wales.

The following amendments to the by-laws of the corporation, proposed by the trustees, were unanimously accepted:—

Article I was repealed and the following was adopted in its stead: "The corporation shall be composed of the persons now members thereof; of such persons as may at any legal meeting be elected members by ballot, two negative votes excluding the candidate voted upon; and of such persons as have been at any time appointed trustees in behalf of the State."

In Article II the words "or any vacancy filled" were stricken out, and the following were added at the end of the article: "Vacancies in any office, except trusteeship in behalf of the State, may be filled by the board of trustees."

In Article VI after the words "real estate" the following were inserted: "They shall elect annually from their number a permanent chairman, who shall when present preside at meetings of the board. In his absence a chairman *pro tempore* shall be chosen."

In Article IX the words "two-thirds" were stricken out and the words "four-fifths" were inserted in place thereof.

Mr. Robert Samuel Rantoul of Salem and Mr. Frederick William Peabody of Boston were after-

wards chosen members of the corporation by a unanimous vote.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,
Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 3, 1893.

To the Members of the Corporation.

LADIES AND GENTLEMEN:—The trustees have the honor to present the following report for the year ending Sept. 30, 1893.

General prosperity has attended the institution. The number of pupils has increased during the year, and at its close there are 140 belonging to the school proper at South Boston, 64 in the kindergarten at Jamaica Plain, and 17 in the workshop for adults. In addition to these, 16 persons are employed as teachers or in other positions, making the total number of blind persons connected with the establishment 237.

In the early part of the year five cases of measles occurred in the boys' department. The new nursery was put into immediate use, and with the rooms vacated by the music department the needful isolation was secured. Seven other cases followed, but the disease was in a mild form. Later in the season there was a case of appendicitis which was successfully treated at the Massachusetts General Hospital. But few other cases of illness occurred, and good health prevailed during the last half of the year.

THE SCHOOL.

The school is conducted on the same principles that regulate other educational institutions, with such additional appliances as will bring to the touch the means of knowledge usually addressed to the eye. General provision has been made for physical culture, and the new gymnasium is a delight to the pupils of both sexes. Its classes are a regular part of the daily programme. A part of the school receive sloyd lessons, by which they not only learn to handle tools, but also receive a mental training through the use of the hands.

Music is so often a source of remunerative employment for the blind that this department receives special attention. The instruction is by means of the Braille notation, which expresses all musical signs in a more compact form than the staff. The latter, however, is also learned, especially by those who are preparing to become teachers.

It is a matter of regret that various causes have combined to deprive us of a number of valuable teachers, whose resignations at the close of the year make an unusual number of changes in the *personnel* of the establishment. The vacancies have been filled by new appointees, who give promise of carrying on the work effectively. These changes will be mentioned in detail in the report of the director.

COMMENCEMENT EXERCISES.

Tremont Temple has for so many years been the scene of our commencement exercises that its destruction was felt as a great loss; but Mr. Eugene H. Tompkins generously placed Boston Theatre at our disposal for the afternoon of June 6, 1893.

The spacious room was filled with an audience representing the benevolence and the intelligence of Boston and of New England. The stage presented a charming picture. A forest setting enhanced the festive air of the boys and girls in holiday attire. An attractive feature was the group of children from the kindergarten, so arranged as to form the foreground. Owing to the illness of Dr. Eliot, Hon. George S. Hale presided and welcomed the audience in the following words:—

Ladies and Gentlemen,—friends and lovers of those who cannot see with their bodily eyes the kindly interest with which you watch the evidence of their successful studies, we welcome you to our twelfth annual commencement.

I deeply regret the untoward circumstances, which deprive them and you of the familiar and always welcome presence of President Eliot, pleasant as it is for me to recall the agreeable associations which carry me back to my earlier connection, as one of the trustees, with the institution and its noble founder and head, Dr. Samuel G. Howe.

You must pardon me for adding a word of deep regret that we meet at this time without the benediction of a presence we have so long valued and enjoyed, which we can never forget or fail to miss,—that we are not to see or hear the benignant look or words of Dr. Andrew Preston Peabody.

A full assurance given by looks
 Continuall comfort in a face
 The lineaments of Gospell bookes.

I shall be pardoned too as an old friend of Dr. Howe for expressing the gratification I feel that the institution has found a successor, whose zeal, fidelity and capacity he would have recognized, as we do, with gratitude and pride.

He that governs well leads the blind,
 But he that teaches gives him eyes.

And now let me assure you, that our pupils will divine and feel your presence and your sympathetic interest in them as quickly and surely as if they could meet your kindly and tender gaze.

The exercises, arranged to show the work of the various departments of the school, were well conducted and deeply interesting. The illustration by the sewing machine of the principles of physics, showing how thoroughly the science is taught, as well as the ready skill of Miss Alberta May Snow and her schoolmates, the music of voices and instruments, the gymnastics and military drill, all indicated a high standard of mental, artistic and physical culture.

After the piano solo by Miss Mary A. Hoisington, Mr. Hale said:—

Now, ladies and gentlemen, Mr. Anagnos offers you something unparalleled in every previous commencement, something as rare as if Homer stepped down from the ages and recited one of his poems. It is only three years since Helen Keller began

to articulate. Today she will read to you Longfellow's poem on Flowers.

Before proceeding to read the poem, Helen addressed the audience as follows:—

It gives me much pleasure to be with my dear friends today. My mother had thought that her little child's voice was lost forever, but the hand of love has found it and brought it home.

She then found the place in her book and read with great distinctness, giving full expression to the poem. The scene was most impressive as this tall, beautiful girl, her face uplifted with a rapt expression, "spoke to us out of the strange world of silence and darkness." Unable to hear the burst of applause which followed, yet Helen seemed pleased as she comprehended perfectly the pleasure and delight of her friends in this marvellous achievement.

Following a song by Miss Edna A. Joslyn, the boys of the graduating class took part in an original dialogue entitled "Our Share in the World's Work." The diversity of thought and aim in any company of young men could not have been better brought out, and the strong common sense views of their future life were most marked. The youth who proposes "to think of himself as a man and not as a *blind man*," commends his good judgment and wisdom to all.

Henry E. Mozealous was the valedictorian. His words of gratitude to his teachers and of cheer to his comrades were so eloquent, ingenuous, and modest as to win the praise of all his hearers.

Our late associate, Mr. John S. Dwight, followed the valedictory with the presentation of diplomas to the eight graduates:—Wallace Edgar Andrews, Henry George Burke, Charles Paxton Lamar, John Francis Minor, Henry Edmund Mozealous, Alberta May Snow, Michael Francis Sullivan, John Henry Warburton.

Mr. Dwight addressed the graduates briefly but feelingly, and his words were full of sympathy, advice and benediction. He spoke as follows:—

We are here to congratulate you, my young friends, on the completion of your school studies, and to present you these diplomas, these parchment vouchers, not idly granted by your teachers for your faithful, earnest use of the opportunities afforded you by this institution. Your aim has been high, inspired by a generous enthusiasm and a thirst for intellectual and moral enlightenment, more than by artificial motives, or by any selfish, low ambition. These have been, upon the whole, happy years; for they have taught you each day some new fact, won you some new proof or some new aspect of the essential beauty of the universal order, and led you a little further into a realizing acquaintance with your inborn, God-given nature and faculties. You have learned and proved, to yourselves and to others, that the loss of sight is no darkening of the mind's or spirit's light. Practically, in many ways, you have been learning to see as well as others.

And now we bid you God-speed on your entrance into the higher, harder school of life. From this day you take upon you the responsibilities and duties, the cares and chances, with the hopes and new incitements, of individual voyages of discovery out into the wide world. You may not feel the tender home touch (for a while) quite so near. You enter fields of experiment, made isolated and precarious, struggles somewhat more serious than

those of your class-rooms and gymnasia. These will put your courage and your manhood, your mental and moral stamina, to the test. You will have to face the trials and temptations of the world. You have each to bear your part in the labors and the duties, we trust also in the victories, of this tangled, many-sided, often enigmatic life. But, if I mistake not the scope and spirit of your discipline and culture here, you are familiar with the overcoming of difficulties and the resisting of temptations (supplanting them with "metal more attractive").

If your schooling has been practical, if it has taught you to feel your powers and faculties, and not to overrate your limitations and magnify them into appalling bugbears; if it has all led you on by wholesome stimulus and by the gentle hand of sympathy in the direction of your natural bent and characteristic talents, so that every exercise and every study has helped to make you know yourselves, and be truer to yourselves, then surely each of you will find a fitting, useful, honorable sphere will open before his honest and courageous effort. The way to find it is to still press forward, do your best, and trust God for the result. Thus, true to principle, never shrinking or swerving from the right, shall the very stress and strain of difficulty, the very unrelaxing energy and zeal of industry and duty, become like the quietly and steadily revolving wheel that seems to *sleep* in its swiftness, and yields the truest image of repose. Such work is self-resting, self-recovering, refreshing.

If you have had peculiar difficulties to contend with, how you have felt them vanish here in this atmosphere of sympathy and mutual help! You have nourished between you, as it were, a corporate pride, an *esprit du corps*, in holding up and illustrating your common cause. Able and devoted teachers have taken a sincere, deep interest in you. They have watched your progress, severally, as a maiden watches the unfolding of a flower. They have sought to recognize in each of you the bent of his own nature, availing of the hints of the wise, loving educator Froebel. So far at least, yours has been an *all-round* education. The rights of the body have not been neglected in any hot-house forcing of the

intellectual plants. You have learned to crave and claim fresh air and healthy, daily exercise — nay work, work of the hands — as part of your birthright. Nor have your innate germs of spiritual and moral life lacked quickening sustenance, nor been trampled in the dust by any merely doctrinal and formal, any negative, perfunctory, suppressive ministry. You have learned that to know God is to know freedom, love and joy. And music, art divine, language in which the experience that transcends common speech first finds expression,— music has formed a more than ordinary part of your education, pervading, tempering, refining, spiritualizing, quickening your whole culture.

Need I then remind you of what you know so well, that for the failure of a single sense you have ample compensation? Thus provided and prepared, you go to claim “your share in the world’s work.” You know, each for himself or herself, what that is. In the conference you have just now held before us you have shown you have the right idea of it. Persist in that idea; carry it out in practice; be true to yourselves, true to humanity and right and God. Believe with Emerson, who says:—

A point of education that I can never too much insist upon is this tenet, that every individual man has a bias which he must obey, and that it is only as he feels and obeys this that he rightly develops and attains his legitimate power in the world. It is his magnetic needle which points always in due direction to his proper path. . . . In morals, this is conscience; in intellect, genius; in practice, talent,— not to imitate or surpass a particular man in *his* way, but to bring out your own new way; to each his own wit, method, style, eloquence.

— But the time is short. Let me, then, with great pleasure, in the name and with the greetings of the trustees, with the approval and the sympathy of all your teachers, with the prayer that God will bless you, and with the hearty Amen of all these witnesses, hand you these diplomas.

The exercises ended with a well sung chorus for mixed voices.

THE NEW LIBRARY AND MUSICAL DEPARTMENT.

This has been a source of added pleasure and advantage. The spacious rooms, in which books, specimens and models are made more accessible, have increased the use of these appliances in class work and by individuals; and the removal of the music department has left the school and household more quiet, increased the number of sleeping rooms and made provision possible for many emergencies.

POST GRADUATE COURSE.

The need of providing an advanced course for pupils wishing to enter college becomes apparent. Every year there are young men and women of intellect, who, with proper education, might become successful in literature or the learned professions, but who now adopt some unremunerative occupation, or, perhaps, remain idle. Point writing and type writers have already made literary pursuits available to the blind, and we must not neglect any possible aid to the further promotion of these pursuits.

A NEW MUSIC HALL.

In the last report attention was called to the need of a larger hall as an aid to more advanced work in the music department. It is needed even for general purposes. The small hall is inconvenient of access, barely sufficient for the pupils, and utterly inadequate

for guests whose presence lends so much encouragement to the performers in our dramatic or musical entertainments.

BLIND DEAF-MUTES.

The progress of the three blind and deaf children, Edith Thomas, Willie Robin and Tommy Stringer, has been more than satisfactory. In pursuance of the purpose mentioned in our last report, these children have been placed in the regular classes and subjected to the same rules as others, the only difference being the presence of their special teacher as interpreter. Their progress compares favorably with that of their classmates, and doubt can no longer be entertained of the feasibility of educating children thus deprived. The number of these is sufficient to make it a duty to seriously consider the means of their education. The schools for the deaf generally have no provision for the blind child, or the schools for the blind for a deaf pupil. Shall we not make this provision?

FINANCES.

The financial record of the institution is shown in the report of the treasurer herewith presented, and may be summarized as follows:—

| | |
|--|-------------------|
| Cash on hand October 1, 1892, | \$13,193.92 |
| Total receipts from all sources during the year, . . . | <u>158,095.53</u> |
| | \$171,289.45 |
| Total expenditures and investments, | <u>168,041.00</u> |
| Balance, | \$3,248.45 |

This exhibit gives evidence of continued prosperity. But a generous increase of the income of the institution is needed to enable us to undertake such improvements as will broaden the education of the blind and raise its standard.

REPAIRS AND IMPROVEMENTS.

During the summer vacation improvements have been made and the buildings put in thorough repair. The stairs in the west wing of the main building have been replaced by new ones. The entries leading from the rotunda to the hall have been replastered and refinished in hard wood and the stairways reconstructed. The first floor of the central portion of the main building has been strengthened by steel beams. This necessitated the substitution of a new ceiling in the large dining-room below. The bathrooms in the girls' cottages on Fourth street have been thoroughly renovated, and proper bowls substituted for the old soapstone sinks. The tin roofs of the main building and of the girls' gallery and brick schoolhouse have been repainted. A night watchman has been employed, and an electric arrangement provided to indicate that he attends to his duties regularly.

THE HOWE MEMORIAL PRESS.

The printing office has been amply maintained and its work carried on with vigor. The following

books have been issued during the year: Shakespeare's *Merchant of Venice*, Milton's *Paradise Regained*, Dr. Johnson's *Rasselas*, Charles Kingsley's *Water-babies*, Sir John Lubbock's *Beauties of Nature*, John Fiske's *War of Independence*, Cora Gleason's *Hand-books of Knitting and Crochet*, and *Don't* by Censor.

The *Seven Little Sisters* by Jane Andrews, and the first volume of Landon's *Instruction Book* have been completed in the Braille point system, together with several pieces of sheet music. We have now in press the second volume of Landon's *Instruction Book*, and the first volume of George Eliot's *Adam Bede*.

A new stereotyping machine, invented by Mr. Frank H. Hall, late superintendent of the Illinois School for the Blind, has been recently purchased. This will enable us to publish both literary matter and music in the Braille system rapidly and economically. It is our purpose to issue in raised letters a series of books including the best English literature as well as translations from foreign languages, and to render these books accessible to every blind person in the United States. Our publications have been placed in the public libraries of many cities in New England and sent to various institutions and persons throughout the country. They have been constantly loaned or given to the blind of New England and other sections of the country free of charge. No sightless reader who has applied for them has ever received a refusal.

WORKSHOP FOR ADULTS.

This department has been unfavorably affected by the general business depression. The receipts have fallen off steadily and the balance sheet shows a deficit of \$297.26. This is to be regretted, but there is no doubt that a little activity on the part of those who take an interest in the blind would bring about a more satisfactory state of things. It is desirable that the business of the workshop should be increased in order that its benefits may be extended to a larger number of meritorious blind persons who are eager to earn their living. We assure our customers that our goods are well made, put in the market for fair competition, and sold as cheaply as any other. No purchaser is expected to pay higher prices in the way of charity.

DEATHS OF DR. PEABODY AND MR. DWIGHT.

During the year death has invaded our board and removed two of our most honored and beloved associates.

Dr. Andrew Preston Peabody died on the 10th of March, in the eighty-second year of his age, and the fourteenth of his membership of the board. The resolutions of the board upon his death were offered by Mr. Dwight, and were as follows:—

Dear to the members of this board, and to every officer and servant, every teacher and pupil of the Perkins Institution and

Massachusetts School for the Blind, is and must ever be the memory of our honored, venerable associate, Rev. Andrew Preston Peabody, D.D., LL.D. No one had the interests of the school more at heart during the long period that he shared this responsible trust. We all knew him as one of its kindest, wisest, ablest, and most just of friends. His sympathy lent the needed confirmation and the moral force of certainty to all our deliberate conclusions. We were sure of every measure which had his approval.

In this, as in all the many educational and philanthropic offices he held, it was his joy to serve. No service was ever more cheerfully and heartily rendered, none administered with sounder, more impartial judgment, from a richer fund of moral and intellectual resources.

He was beloved by all the youth and by his elder associates at Harvard, his own *Alma Mater*, and gave freely of his time, his sympathy and moral influence to its instruction and its counsels. Yet he found time and strength for all good enterprises; and nowhere were his mind and influence, his warm heart and sage counsel, felt more truly than here among the blind. They knew and loved him as their friend. They seemed to be his special charge; yet so did all the other classes in whose welfare he was interested. The more he gave (not as the world giveth), the more he had to give. Such gifts cannot be lost: such influence is operative long after those who first inspired it have passed on to better, wider fields of work. He had outlived most of his contemporaries; yet he died in the full vigor of his faculties,—faculties so ripe and refined, brightened and quickened by constant service, that he did with ease the tasks which cost some of us a special, anxious effort, yet was everything done with his whole heart and soul, in no perfunctory, half-souled way.

Therefore, with one heart, one mind,

Resolved, That while in Dr. Peabody we mourn a loss which seems to be irreparable, we can but rejoice and give thanks that a spirit so religious, cheerful, cheering, a life so pure and self-sacrificing, so well equipped for all good work by ceaseless self-

improvement, has been spared to us so long to be a helper and inspirer in so many noble causes, among which not the least has been the mental and moral development of the sightless pupils with whose charge we have been intrusted in an effort to fulfil social justice to a class too long unfeelingly neglected.

Voted, That this tribute be placed on our records, and that the secretary be authorized to send a copy thereof to the daughters of our late associate, Dr. Peabody, with the heartfelt expression of our sympathy in their hour of grief, and also to publish it in one or more newspapers.

Still more recently the author of this just and appropriate tribute to Dr. Peabody's memory, John Sullivan Dwight, was himself taken from us. He died on the fifth day of September; and at a special meeting of the Board held on the 15th of the same month the following resolutions were adopted in his memory:—

Resolved, That we desire to express our heartfelt sense of the loss we have suffered in the death of our beloved and revered associate, John Sullivan Dwight.

Others have testified to his wisdom as a philosopher, his excellence as a poet and man of letters, his influence in the great field of musical criticism, which he had cultivated so long and with such singleness of purpose, his keen interest in all efforts for making human life better and happier, his sweet and genial nature, his purity and worth as a man.

It remains for us to bear witness to the closeness of his relation and the value of his services to the institution which we have in charge. In youth and middle life the friend and admirer of Dr. Howe, in full and earnest sympathy with all the deeds and aspirations of that great philanthropist, he brought down to our time somewhat of the atmosphere of those early days of our cause.

In later years becoming by appointment of the governor one of the state members of our board, he devoted time, thought and labor to the educational interests of our pupils, especially in his cherished branch of music. His constant visits to our two schools and attendance upon their performances and his familiar acquaintance and intercourse with individual scholars were most noteworthy and deserving of the imitation of all of us. He also rendered inestimable service in the careful and detailed preparation of our annual reports. In these and other respects his death has left a gap in our circle not easy to fill, and his cheerful and kindly presence and wise counsels will long be missed at our meetings.

Resolved, That these resolutions be placed upon our record, and that copies be sent to Mr. Dwight's family and to Mrs. Julia Ward Howe.

DEATHS OF MEMBERS OF THE CORPORATION.

Besides Dr. Peabody and Mr. Dwight the institution has lost by death since the last annual meeting eighteen more of its valued corporate members. The list includes the Right Reverend Phillips Brooks, D.D., late bishop of the diocese of Massachusetts, whose untimely demise robbed the cause of the education of the blind of a most earnest helper, and deprived Boston of one of the most distinguished lights which shone brilliantly and steadily in its philanthropic, religious, and social circles; Frederick Lothrop Ames, who was widely esteemed and greatly prized in financial circles, and who had for two years done good service as a member of the board of trustees and was deeply concerned in the work of the kindergarten; William R. Robeson, a constant friend

to the blind and a man of great kindness and sterling excellence in all relations of life; Mrs. Francis A. Brooks, lovingly remembered by all who knew her; Richard Chamberlain Nichols, a man of generous impulses and philanthropic instincts; Miss Abby W. Pearson, who made it her happiness to do good; Addison Macullar of Worcester, a man of great fortitude and patience and of remarkably sunny disposition; Col. Thomas P. I. Goddard of Providence, noted for his high character, his talents and his interest in various causes of human well-being; Miss Mary Ann Wales, truly beloved and highly appreciated for her wise liberality, benevolent activity and benignant ministries; Edward A. Green of Providence, whose loss is deeply felt; Mrs. Richard Perkins, whose beneficence secured for her a rich revenue of honor and gratitude; Miss Eliza Howes, a thoughtful benefactor of the blind; Miss Mary Ann Tappan, an honored name associated with good works; Abbott Lawrence, a man of benevolence and high reputation for fidelity in various positions of trust and influence; Mrs. Benjamin S. Rotch, who was one of the most generous contributors to the funds of the institution and whose warm sympathy and ready aid were bestowed on every cause of humanity; Fitz James Rice of Providence, who graciously joined the subscribers to the printing fund; Mrs. Horace Gray, well known for the virtues and deeds that leave a fragrant memory; and Mrs. Anne M. Sweetser, held in high esteem for her public spirit and philanthropy.

CONCLUSION.

We cannot close this report without again paying our tribute of respect and admiration to the labors of our faithful director, Mr. Michael Anagnos, and to the rare combination of wisdom and culture, of sympathy for affliction and skill in its alleviation, of personal enthusiasm and faculty of imparting that enthusiasm to others, which he has placed at our service for so many years.

All which is respectfully submitted by

EDWARD BROOKS,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY MARION HOWE,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
HENRY STONE,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

THE REPORT OF THE DIRECTOR.

Wide horizon, eager life;
Busy years of honest strife;
Ever seeking, ever founding,
Never ending, ever rounding;
Guarding tenderly the old,
Taking of the new glad hold,
Pure in purpose, bright in heart —
Thus we gain — at least a start! —

— GOETHE.

To the Board of Trustees.

GENTLEMEN: — “Time rolls his ceaseless course,” sings Sir Walter Scott, and what is much more to the purpose, he rolls it with astonishing celerity. Thus it seems only a little while ago that my last annual statement concerning the affairs of the institution was submitted to your board; yet the shadow on the dial-plate indicates, that a whole year has elapsed since then, and that it has again become incumbent upon me to prepare the customary report of the director.

As I take up my pen to write this document, the Horatian phrase “swift glide the years away” presents itself to my mind with peculiar vividness.

Eheu! Fugaces labuntur anni!

In giving an account of what has been done during the past twelve months in the various departments of the institution, I do not propose to confine myself to mere statistics, or to fill the space allotted to me by the narration of ordinary events. My intention is to touch upon divers topics, which are germane to the intellectual and moral training of the blind, and to suggest such changes and improvements in our work as promise to broaden its lines, advance its standard and enhance its efficiency.

It is only by following the path of progress that we can continue the policy of constant growth and development adopted by the illustrious founder of this establishment.

Before proceeding to the main part of my story, I beg leave to congratulate both you and the community at large upon the eminent position which the institution holds among kindred establishments not only in America but throughout the world. It may justly claim to be the leading school for the blind of our time. It has no rival either in the extent and completeness of its educational facilities, or in the variety and scope of its departments, or in the social standing and disinterested devotion of its friends and benefactors.

ENROLLMENT OF BLIND PERSONS.

Then, valiant Titus, take
Convenient numbers to make good the city.

— SHAKESPEARE.

At the date of the last annual report the total number of blind persons connected with the institution in its various departments, as pupils, teachers, employés and workmen and women was 210. Since then 50 have been admitted, and 23 have been discharged, making the total number at present 237. Of these 155 are in the parent school at South Boston, 65 in the kindergarten at Jamaica Plain, and 17 in the industrial department for adults.

The first class includes 140 pupils, 12 teachers and other officers, and 3 domestics.

The second class comprises 64 little boys and girls and one music teacher; and the third 17 men and women employed in the workshop for adults.

Though the above figures show a constant increase in the number of our scholars, the maximum of our accommodations is not yet reached.

The school has been fulfilling its duty faithfully in the prompt reception, as well as in the impartial treatment and proper training of all children proved to be eligible candidates for admission.

The term of years allowed for the education of the blind has been extended by most of the legislatures under whose provisions we receive state beneficiaries. But it should not be forgotten that the officers of

the institution have in every instance a discretionary power with regard to the shorter or longer continuance of a pupil (within the prescribed limits of time) which they exercise as circumstances require.

HEALTH OF THE INMATES.

Ὑγεία καὶ νοῦς ἐσθλὰ τῷ βίῳ δέο.

— PROVERB.

Health is of supreme importance. It is the choicest gift of the gods. It is the greatest of all possessions and the foundation of happiness and achievement. Ariphton addressed Hygeia as the most august of goddesses, and prayed, that her benignity might dwell with him. According to the Greek proverb which stands as the text of this section, health is counted as one of the two principal blessings of life, *mind* being the other. With it meat is savory, drink palatable, sleep refreshing, occupation a pleasure, and the pursuit of knowledge delightful. Without it work becomes drudgery, the sinews of industry are paralyzed, the weight of all burdens increased, and a darker shadow is added to every care.

It gives me no small degree of satisfaction to be able to report, that during the past twelve months the general health of this establishment has been uniformly good. No cases of mortality or of serious illness have occurred. At the commencement of the year the measles prevailed as an epidemic in our vicinity, and it was not very long before they were

introduced into the boys' department. Their further spread was prevented by the adoption of strict measures of isolation. In the course of a few weeks ten of the pupils and two of the attendants had the disease, but all of them recovered from it. In addition to this, later in the season, there were in the same building two sporadic cases of diphtheria of a very mild form, and one of appendicitis.

With these exceptions we have been favored with entire freedom from contagious diseases and alarming sickness, and we cannot be thankful enough both for this immunity and for the inestimable blessing of a good measure of health.

But in the midst of our rejoicings let us bear constantly in mind the fact, that health is the offspring of nature and of intelligent care, and not the product of artificial means and luxuries, nor the creature of drugs and medicines. It dwells principally in the open fields and forests, subsists on simple and nutritious aliment, thrives on fresh air and exercise, is closely associated with cleanliness and temperance, and worships in the temple of purity and virtue.

It is solely by the strict observance of the laws of nature and by the adoption and enforcement of prudent sanitary rules that this blessing can be attained and preserved.

AIM OF THE EDUCATION OF THE BLIND.

Take him to develop, if you can,
And hew the block off, and get out the man.

— POPE.

As has been previously stated in these reports, the welfare and success of the blind depend upon the thoroughness and efficiency of their instruction and training and in the just proportion in which their faculties are developed, their understanding enlightened, their tastes cultivated, their sentiments refined, their manners improved, their character formed, their natural aptitudes evolved, and their ability to work and provide for themselves insured. In other words the blessings of self-reliance, self-respect and self-maintenance are nothing but the fair blossoms of the complete education, the ripe fruit of the breadth and fulness of culture.

Where grows? Where grows it not? If vain our toil,
We ought to blame the culture, not the soil.
Fix'd to no spot is happiness sincere.

For the attainment of this grand end it is obviously necessary not only that the physical powers and intellectual faculties should be faithfully cultivated and enlarged to their utmost extent, but the mind itself should be introduced into the world of action and enabled to feel and think in sympathy with the infinitely-varied experiences of mankind in as many ages and under as many different circumstances as can be mentally grasped.

In the "holy alliance" of character with broad culture and unflagging energy the blind can safely seek the means for their admission into the business marts and social ranks of their fellow-men, on terms of perfect equality, irrespective of physical defects, and for maintaining themselves in such relations as honorable and active factors in the life of the community.

In accordance with these considerations, the institution has striven to place and maintain the education of its pupils upon a high plane. Its various departments are so organized as to represent the branches of a spreading tree. Like channels diverging from a central source of intellectual power and moral light, they carry to the pupils the fresh and bright stream of mental vitality, and give them the best possible instruction in all the studies, which are pursued in the common schools and academies of New England, and afford them such æsthetic culture and manual or professional training, as their age and condition admit, their prospects require, and their natural gifts warrant. Every fresh method and recent process, every new movement, which promises to open to them more freely the sources of instruction and improvement and thus to furnish them with more efficient equipment for the struggle of life, is investigated diligently, candidly and without prejudice: and if its claims are found to be valid, we gladly follow where it leads without hesitation or delay. For the sake of truth and progress, we are ever ready to change our plans or opinions, and count it no sacrifice to do so.

A brief review of what has been accomplished during the past year in each of the departments in the Institution will show, that our general course of instruction and training has been so improved as to give definiteness to the work of the school and to secure regular and permanent results.

DEPARTMENT OF PHYSICAL CULTURE.

Begin the song, and let it sweetly flow,
And let it wisely teach thy wholesome laws :
"How blest, the fickle fabric to support
Of mortal man ; in healthful body how
A healthful mind the longest to maintain."

—ARMSTRONG.

No system of education is true and complete, which does not recognize all the powers of the pupils, making provision for their symmetrical and co-ordinate development, and no amount of instruction and training can be productive of good results, unless the physical frame, which is the abode of all the intellectual faculties and moral qualities, is in perfectly sound condition.

Trite and antiquated though the motto, "*mens sana in corpore sano*," may be, it is not outworn. Its meaning is as fresh and as significant today as it was in 1693, when Locke enunciated it, and its force is as resistless now as it was then.

To secure a healthy mind in a sound body must be the aim of all education.

In our school, ample provision has been made for

the bodily training of the children and youth of both sexes. They are obliged to go through a gradual and progressive series of exercises so conceived, so arranged, and so administered as to call forth normally and cultivate uniformly the latent powers and capacities of the physical organism. This system of gymnastics is calculated to meet the requirements of every learner and to give his muscles suitable, agreeable and sufficient exercise.

Thus the gymnasium is considered of paramount importance to the institution, and it has come to be to the latter what the heart is to the human structure—the centre and source of its vitality and strength, the spot through which its life-blood flows, and from which is distributed the young, fresh and bright stream that invigorates, vivifies and renews. Its principal object is not to train wonderful athletes, experts in the performance of phenomenal feats of agility and endurance, but to develop harmoniously and to mutual helpfulness each and every part of the material organism. It seeks to put in good, healthy working order every nerve and muscle and tendon and sinew, so that the body may be able to respond to the demands made upon it by the mind.

But what has already been effected in this direction, compared with what should be accomplished, is very insufficient. More is absolutely needed. There should be a decided increase in the variety and attractiveness of the games and exercises both under shelter and out of doors, and also an augmented zest

and genuine enthusiasm on the part of those who participate in them.

Our pupils must realize the fact that their physical organization is unfavorably affected and decidedly undermined by the loss of the visual sense. As a consequence their stamina, compared with those of seeing children and youth, are far below par. But exuberance of vitality, moral alertness, intellectual subtlety, vigorous thinking, prompt acting and unyielding endurance, all of which are indispensable for a successful career, can no more grow and thrive in an infirm constitution, enfeebled by the hereditary taints of disease and debilitated by sedentary habits and in some cases by a variety of harmful practices, than plants and fruits and flowers can be raised in an exhausted, barren and sterile soil.

Hence the first duty and most important task of the blind is to remedy all flaws in their armor, so far as these can be mended, and to put their physique in a perfect condition. It is upon the soundness of the body that they have to base their hopes for future achievements. No superior mental culture, no artistic excellence nor high professional rank can be attained without it. For, as the river Amazon, rising far back among the hills, winds its way at first like a silver thread, then gathers force and volume by the aid of tributary streams, till it becomes a sea by itself before emptying into the vast ocean, so the human mind, having its roots in the convolutions of the brain, grows in strength and magnitude by the nutri-

tion derived from the blood and muscles and nerves of the material structure, until it develops from the tiny springs of infant perception and cognition to the mighty powers and capacities of maturity.

LITERARY DEPARTMENT.

Thy first best years, thy first fresh efforts give
 To learning: all beside is vanity.
 Learn, while the glorious sun in heaven rides high,
 And nature groans beneath his fervid scars;
 Learn, when the silver moonlight floods the sky
 Like veil of Artemis on clouds and stars.

— MARGARET THOMAS.

It is a source of much gratification to be able to report, that the condition of this department is satisfactory in a high degree. Diligence and industry both on the part of instructors and learners have prevailed throughout the year, and the best results have followed.

The general course of instruction, the discipline and the various means of developing the minds and influencing the hearts of the scholars have been similar in character and success to those of former years.

Good order has reigned, and the progress made by most of the pupils in their studies and mental culture has been such as will serve, like the accomplishments of the past, to show, that the blind need only the privileges granted to other children and youth in order to acquire a good education and to be qualified for usefulness and respectability in life.

The teachers have not been satisfied with merely a formal routine of service. They have been devoted to their work with heart and soul. They have exercised an ever active ingenuity, and have shown unremitting earnestness and patience, and unyielding perseverance and resolution in overcoming obstacles, in devising improvements and in advancing the best interests of the scholars.

The curriculum of the school, as modified and improved from time to time, has been carried out faithfully in all its details, and has proved to be productive of good fruit in the direction of greater thoroughness in the fundamental things.

Due care has been invariably taken to avoid the waste of any of the means at our disposal on experiments of doubtful utility. At the same time all new educational appliances and processes have been thoroughly examined and fairly tested, and those among them, which promised to be helpful auxiliaries in our work, have been readily accepted and properly used. No spirit of narrowness, no love of lingering traditions nor venerable conservatism has been allowed to influence us in our purpose to keep abreast of the times and to respond promptly to every aspiration of progress.

The methods of instruction and training have been altered and meliorated in accordance with the dictates of rational pedagogy. They have been gradually freed from the taints of empiricism and artificiality, and rising above the experimental stage have reached

a scientific level. All imperfect theories, all false deductions, principles and practices have been discarded as exerting a baneful influence upon the minds of the children and as tending to fetter and dwarf them, rather than to develop and expand them. For the most part the pupils have been put into right relationship with nature and induced to become their own instructors. They have been brought into contact with things or tangible objects, and have been led to examine these, to make investigations and to draw conclusions.¹ They have been told as little as possible and encouraged to do as much as possible. Thus they have been lured into activity, into making research and discovery, and have come to —

Know, each substance and relation,
Through nature's operation,
Hath its unit, bound and metre;
And every new compound
Is some product and repeater,---
Product of the earlier found.

This mode of obtaining knowledge at first hand by personal observation and investigation is the only true one. It is based upon the laws of nature. Its value has been so patent to all reformers in educational matters as to command their immediate assent and to receive their cordial approbation. Montaigne and Comenius, Locke and Rousseau, Basedow and Pestalozzi, all have been in turn its advocates and promoters; yet the honor of the full practical application of the theory was reserved for Froebel, and to him

and his enthusiastic disciples belongs the credit of having carefully nurtured and brought it to fruition. But much as has already been accomplished in this direction, more remains to be done to effect a thorough reform. The manner of teaching is destined to receive great modification in the near future, and the true principles are to be yet much more fully developed.

It affords me very great pleasure to be able to state, that the faithful and efficient corps of instructors in our school continues still in service with only one exception. The necessity of placing the boys' department in charge of a young man had become so evident, that a change was unavoidable. Hence at the close of the school term the engagement of Miss Ida J. Phelps, who had for three years filled the position of head teacher with assiduity and fidelity, was not renewed by mutual consent. It was with sincere regret, that we felt ourselves obliged to part with an earnest worker and diligent assistant, whose labors had been characterized by industry, thoroughness and devotion. Mr. Guy G. Furnel, a recent graduate of Dartmouth college and a person of experience in teaching and of marked ability in business matters, was appointed to fill the vacancy.

EDITH M. THOMAS.

While she sits and makes not least demur,
Left much to loneliness and forced apart,
She has companionship to comfort her,
And hears a constant singing in her heart.

— BURTON.

In accordance with the views and purposes expressed in the last annual report of the board of trustees, the plan of teaching blind children who are also deaf-mute not separately by themselves but jointly with others, has been thoroughly tested in the case of Edith Thomas, and has proved most satisfactory in all respects.

At the beginning of the term Edith was placed in the grade of the school best suited to her capacity, and her education was made to conform in every particular with that of the rest of the pupils. During the past year she has devoted herself to her daily occupations without interruption, and has manifested a teachable nature and eagerness to learn. She has not been allowed to waste her time in entertaining visitors or in exhibiting her attainments to admiring friends and to an interested public. She is truly anxious to be treated like the other girls and to be considered as one of them, and not as an object of curiosity; and her wishes in this respect have been gratified to the utmost extent. Aided by her teacher, who sits by her side and interprets to her by means of the manual alphabet everything that is said and



EDITH M. THOMAS.

done in the schoolroom, she participates in the work of her classmates earnestly and freely shares their tasks. This arrangement has been of great mutual advantage to all concerned.

Believing that a detailed statement of how Edith had been taught and of what she had accomplished during the past year would be replete with interest to educators, scientists and to all men of letters, I asked one of the teachers in the girls' department, who had taken a most active part in the instruction of the child, to write such an account. Miss Frances S. Marrett has responded gracefully to my request, and has performed the task assigned to her with considerable skill and with absolute regard for truth. She has spared no pains in verifying the facts relating to the case at hand and in arranging the materials at her disposal, and has succeeded in weaving the latter together in a narrative, which by virtue of its accuracy, its simplicity and its clear and refined tone, should make most instructive and attractive reading. Here is Edith's story as told by Miss Marrett.

The material for the following sketch of Edith M. Thomas has been derived principally from the records of the period of time between the dates of September 1892 and September 1893. This year marks the beginning of a new epoch in the education of this interesting child; for instead of being taught almost wholly by one special teacher, as in former years, she has been a regular member of a class of pupils of about her own age, under the tuition of the various instructors in the girls' department of the institution. Miss

Markham has continued to be closely associated with Edith, transmitting rapidly to her waiting fingers the lessons, which the other students have received through the medium of oral language. The plan for Edith to have the companionship of others in study, as well as in play, met with her most hearty approval, and she began her work with a smile of welcome, and an evident determination to keep pace with her classmates in their march along the great highway of knowledge. Her increased attention, interest and ambition were regarded as strong powers to break down the barriers to progress built by her habit of resistance to new ideas. Last September, in answer to a question as to whether she would prefer to be at home or at school, Edith said, "Of course, I like my homely friends best; but I want to stay at school and learn."

The branches in which she has received instruction during the past year are; English, including oral and written exercises; reading, arithmetic, botany and gymnastics. She has also spent two hours of each day in the work room.

Language.

One of the chief obstacles in the way of Edith's education has been her indifference to the acquisition of language, and to the importance of the use of correct forms of English. Words are valuable to her only as a means whereby she can express her thoughts and feelings in such a way as to be understood by those around her. Sentences in which her words and phrases lack clear and definite relation to one another are of frequent occurrence, both in her conversation and in her writing. This fault has been specially apparent in her work in botany and zoölogy. In an examination of

any given specimen, Edith proceeds along strictly scientific lines, and she often notes significant points which every other member of the class fails to detect; but when she is asked to record her observations, her statements, though having the element of truth, lack the connection and clearness which should correspond to the accuracy of the observations. It is seldom that she shows any desire to know the meaning of new words with which her fingers come in contact, when she is engaged in reading. The plot of a story can be obtained from its simplest words, and Edith's practical mind, intent upon this plot, is satisfied to pass quickly over the unfamiliar words, which, if comprehended and remembered, would come to her aid like magic powers in a bit of description or narrative and add their own especial beauty and strength. While she does not gain from books and people all that might come to her from these sources, it is true that her increasing interest in reading, and her intercourse with the many friends who can converse with her, are most potent factors in the gradual improvement of her use of language, and she thus unconsciously adds new words to her vocabulary. When Edith is at a loss for a word to aid in the expression of a thought, she, with characteristic self-reliance, coins one to supply the need. "What is your 'spell name'?" she asked her teacher one day. Not being able to divine her meaning, Miss Markham put the same question to her, and then learned that she referred to the initials of her name, and that the coinage of the strange word was suggested by the monogram engraved upon Edith's watch. Sometimes she uses a common word in rather an extraordinary sense as in the following sentences. "Fire crackers are snappish." "The piazza is very high and shadowy." "Where is the big lump of water?"

Edith takes great pleasure in conversing with her intimate

friends : she expresses herself in a perfectly free and natural manner, affording her listeners many a delightful glimpse of her own interesting personality. When, however, she meets with strangers, her social tendencies are not strong enough to cause her to introduce any topics of conversation, or to respond at any length to the questions which are asked her. A contrast to this usual attitude toward unknown visitors finds illustration in the following incident. One morning, in the gymnasium, she met a lady who was an entire stranger to her ; but when the new name was linked with one already familiar to Edith, the child's face brightened, and from that time she endeavored to do everything in her power to insure the lady's comfort and pleasure. She wished to serve as the latter's guide in showing the other features of the school work ; so from the gymnasium she escorted her new friend to the cottage which is her institution home, and invited the lady to be seated in the parlor, while she made ready for her next class. Edith soon conducted her friend to the schoolhouse and presented her to the teachers whom she had not before seen. In short, the exceptional graciousness of Edith's manner during the entire morning made a deep impression upon all who observed it.

For a period of six months, Edith has had regular and systematic lessons in English, which have been productive of most excellent results. An idea of the character and amount of language work which has thus far been required of her may be obtained from the outline given below.

Study of the simple sentence as a whole, then of its division into subject and predicate.

Study of nouns as regards the formation of the plural.

Agreement in number of subject and verb.

Possessive case of nouns.

Division of words into classes as determined by their use in sentences.

The different kinds of sentences.

Special study of the various uses of the noun and pronoun in sentence making, such as subject of verb, object of verb, object of preposition, as subjective complement and as possessives.

Simple work in analysis through the medium of Miss Poulsson's "Stories for little readers."

Drill exercises in the study of noun and pronoun have included :

1. Sentences prepared with blanks for pupils to fill with the correct form of noun and pronoun and give a reason for the form of each word inserted.

2. Dictation exercises for the use of words illustrating a combination of plural and possessive forms of nouns.

3. Original sentences illustrating various relations of words, and also the use of words as different parts of speech.

Edith has showed much originality in the sentences which she has composed in these drill exercises. Here are two which illustrate the required use of "cry" and "whistle." "The cry is in the baby's eye." "The boy's mouth is a whistle." The following sentences show her proficiency in the use of words in their character as different parts of speech. "The sky looks as if it was going to sprinkle a little." "The sprinkle is very little rain." "The boys row the boat." "The row was very long." "The boys' boots are black." "The man blackened the girls' shoes." "The girl's dress is very dark." "The dark is cloudy."

Edith's written exercises have generally been more creditable than those which have come through the medium of the manual alphabet ; but the character of each kind of work has varied with her own moods. During the first months of the year, with a few exceptions, Edith's work in English, as in every other study, was very satisfactory ; but later, especially

in the spring term, there was a marked decline in her rank as a student. It was evident that she had grown somewhat tired of the school routine and desired a change. Unfortunately, ambition and love of knowledge had not developed within the child in sufficient measure to prevent the feelings of resistance to study from becoming dominant and everywhere exerting a bad influence. Her attitude in the classroom was frequently rebellious. She would say, "it is too hot to study," or "I do not want to study." The review work proceeded with very little voluntary coöperation on her part, and consequently her recitations did not indicate much intelligence with regard to the subjects which had at first been so earnestly and faithfully studied. She seemed to realize the consequence of her spirit of indifference; for she told one of her classmates that her rank in English would be very low, and she also denominated herself "the dullest scholar in the class." The regular course of language study has been occasionally varied by the writing of compositions. Two of Edith's efforts in this line of work are here reproduced. In each instance the subject was given to the class, and a plan for dealing with it, obtained from the pupils. The ideas brought out in the following compositions are in part original with Edith.

OUR GUEST.

April is our guest. She has visited us twenty-six days. She is a warmer month than March but this year she is not as warm as she should be. When April had been with us a few days March came back and brought snow and cold so April could not do her work fast. She is a nice month. She brought her friends the buds and bushes and grass and the birds have come to sing to us.

The ground is hard in winter because it is frozen. April make it soft with sunshine and rain. April stays with us thirty days.

BROADWAY, SOUTH BOSTON, June 7, 1893.

DEAR COUNTRY FRIENDS, — Do you enjoy the country as much as ever? I am living in the city and I am having a fine time with the other birds. Are you having a good time? Do you sing with the birds. The birds in the city have built their nests on the shady trees and they have baby birds sleeping in the nests. When they get strong enough their mother will teach them how to fly. It looks beautiful to have the nests built in the shady trees don't you think so. I think you have had a home to sleep in.

From the birds in the city.

The following represents an entirely independent effort in description.

THE SEWING MACHINE.

The sewing machine is used to stitch cloth with. On the top of it is a place where the thread is and a pole for the spool to stand on. The needle is at the left, the needle pulls the thread down and it meets the other thread that is in the shuttle.

Under the needle is the foot and we put the finger on it to guide the cloth, and under the foot is a little rough place, and when the foot goes down it holds the cloth, and when the needle is near it the little rough place pulls the cloth like many fingers. There are two doors for the shuttle to go in and a little place to hold it while it moves. In the shuttle is a bobbin to wind thread on and that thread goes under the cloth, and the other thread is on the top. There is a handle to move the needle down and up. The wheel is at the right to start the machine first, near that wheel is another little one which I wind a bobbin on. It has rubber on it, but the wheel that I start, has a band on it, and it moves the little wheel easily. On the wheel is a place that I turn so the needle will not move while I wind the bobbin. There is another wheel under it which is larger than the first. It starts before the other. There is a place to put the feet on beside that wheel. Inside of the machine is a place for the oil. The oil makes the wheels go easily.

Edith's mental development has not yet reached a point where she can appreciate or enjoy a truth presented in any abstract form. For some time in the household of which she is a member, quotations were a source of entertainment during the dinner hour. She was asked to contribute one in her turn; and although she obediently learned and repeated whatever was selected for her, her feelings in reference to the imposed task found vent in the following bit of conversation with her teacher. "Quotations make me miserable. I hate and despise all nice things. Do you hate all nice things?"

Edith is now perfectly familiar with both of the systems of writing which are taught in our school, and the written exercises required in connection with her daily lessons afford practice in each of them. Letter writing is an occupation of which she is exceedingly fond. During the long summer vacations many letters sent to teachers and schoolmates attest Edith's loving remembrance of them. In writing to her institution friends she generally makes use of the Braille system as an easier and quicker medium for the transfer of her thoughts; while pencil, paper and grooved board are her resources for letters to other friends. Letters to schoolmates with whom she is intimate contain appellations of a fanciful sort. "Pansy-blossom" is Edith's favorite pet name. The use of such words to denote affection was suggested to her by the reading of "Captain January" and she frequently applies to her dear ones the names which are given to "Star" in that charming story.

Here are some of her letters.

MALDEN, MASS., Aug. 8, 1893.

MY DEAR MISS BENNETT,—I got your letter this morning and was very much pleased, I enjoyed reading about the wasps. I am having a nice time with my sisters. We play Queen of the

May. Yesterday it rained and thundered and lightened, it frightened us terribly. I could feel the thunder rolling and roaring. It made the house shake, it thundered a lots of times on Sunday and yesterday. I am going to Salem Willows with mamma and to the beach and stay all day, and I am going to swim in the water. I am in my own room sitting by the window beside my bed. My bird sends his love to you. I got two letters today one from you and one from Annie Ricker. I have finished the books I brought from the school. Little Women and Twelve Popular Tales. It is only six weeks more before we go back to school. I hope you are having a fine time at home. Please give my love to Mrs. Knowlton. I had a letter from my grandma telling me about a hedgehog and sent me some quills.

from your loving friend

E. M. T.

MAPLEWOOD, MASS., Tuesday August 1, 1893.

MY DEAR MISS BURNHAM, — I received your letter this morning and was very happy to hear from you. I am having plans. I have a great many plans which will take me all day to tell you all. A few weeks ago we went to three picnics and had splendid times. Yes, I do help my mother and take care of my dear little sister Josephine. I call her Jo. I had two letters this morning, one from you and one from my dear grandma. I enjoyed hearing of the kittens. I have only written to Lottie, Rose, Annie, Harriet, and to the teachers and matron, Miss Bennett, Miss Lilley, Miss Townsend, Miss Houghton, Mrs. Gleason, Mr. Whiting, Miss Marrett, Miss Markham. We have three baby kittens, their names are Blossom, Pansy, May flower. Blossom is my own kitten. I am going to the beach and stay all day with mamma and I will swim in the water. I am going to Salem Willows too. I am lovely and sincere every day. I read Little Women and I love it so much that I did not like to finish it but I have just finished it.

Write soon I shall look every day for it until it comes be sure.

Goodbye from your sincere

EDITH M. THOMAS.

This is one of her invitations to a birthday tea.

My dear Pansy blossom, You are invited to come and take tea with me the eighteenth of October, Wednesday Eve. Somebody beside you is invited to tea too.

Love from your schoolmate

EDITH.

MAPLEWOOD, MASS., July 7, 1893.

MY DEAR ANNIE,—I received your kind letter this morning, I enjoyed your letter very much and I thought I would answer it today. Last Monday whole of the family went to Pine Banks and took our luncheon, when we got there we took off our stockings and we could feel the pine needles. We covered our bare feet with pine needles. The grounds were all trees, boughs and very slippery with pine needles and the banks were high and boughy. We had many slips and I fell head and heels but we did not hurt only my smallest sister Josy. I wish you were going with us. We made wreaths and sashes of great woodbine leaves which were cut by Nature. We marched and wore them a long time. After we had eaten our luncheon we piled pine needles to take home. We put some in Fred's coat and made a fat doll without any legs or head, it had two fat arms without any hands. Its name was Pinney Tree. Would you like that fat doll Pinney Tree? Then we went to the swings. I sat down with mamma and played story. I had some candy to sell, real candy. I went to walk and I was getting some play money to buy some crackers and I bought some and came for more play money to buy more but I bumped my nose on the table when I touched the ground to get a piece of stick for money. I did not quite know where I was going and after that I sat down and sold crackers myself and I saw a girl holding a kitty on that table and I patted her, the table was very narrow as a seat on the heights in South Boston. Would you like to be buried with pine needles? It would make you smell sweet as the flowers. I got pine needles in my hair and shoes and neck, it itched me. When I was going home a girl gave me a banana and I said to her with my mouth, thank you. We played Old

Mother Gray. When I get back to school I will play with you. The Fourth of July I got a horn, all did, and every one blew their horns and made a great big noise. There were guns and fire-crackers and lovely lights and pistols. I felt the noise like bursting a paper bag open in the air many times. I was frightened terribly because I did not like it at all. I never felt it until two years. Did you celebrate? Everyone at my home did. I like to celebrate. We had flags and red lights and pinning wheel. Fire-crackers are snappish. Last Sunday I went to Sunday School with my sisters. Last Wednesday Nellie and Josie and I went to a grove and took our dinner. We sat and talked. There was grass and pine needles and stones. There was no straight ground all stone and hard to climb as pine banks was. Lillian Ellsworth came up in the grove. We went to Lillian's yard and she gave us pansies. We played Old Mother Gray and drop handkerchief and school and counting tickets and I got fifteen cents. Yesterday we went to Pine Banks again and we had a very nice time. I am on the piazza sitting by Nellie writing to you. I have written you a terrible long letter. Write me soon.

Goodbye for your loving friend, EDITH M. THOMAS.

Reading.

One of the strongest indications of Edith's mental growth is her increasing enjoyment of books. Within the past two years she has formed a habit of taking them from the library, like the other girls, and reading them by herself. Indeed, reading is now one of the principal resources of the recreation periods of her school life; and in her long summer vacations, books are counted among her most cherished friends. Last summer she was happy in the companionship of the "Little Women," whom she had first met and loved in schooldays; and she was also introduced to the interesting characters of fairy lore found in "Twelve Popular Tales." "Bible Stories" and Andersen's "Fairy Tales"

were the chosen books for the previous summer. In talking with Miss Markham about the last mentioned volumes, she gave decided preference to the "Bible Stories," because she believed them to be true. She said that she had read every page of them. She spelled to her teacher with great pride, some of the long names which they contained, and also recounted much of what she had learned concerning the heroes of the Old Testament. "Black Beauty" was selected for the daily reading lessons of the class which Edith joined last September. The story had been enjoyed by the same class two years before, during the evening reading hours, and Edith had then shared in the pleasure of it, as she received from the fingers of her teacher the words to which the others listened. Great delight was manifested by all in the return of their dear friend in a way which afforded them an opportunity for a very intimate acquaintance, and the reading from the book, fresh from the printing press for the blind, was characterized by earnestness and animation throughout the entire story. Edith read a paragraph in her turn to her teacher, and Miss Markham pronounced the words aloud as fast as they were spelled to her. Edith's rate of reading, as compared with that of the other members of the class was at first slow; but she gradually increased in speed until, when the signal came for her to read to her teacher, her fingers were very near the first words of the required paragraph.

Edith was much amused by the word "Merry legs." She laughed heartily when the little grey pony was introduced to her, and she never afterward read the name without smiling. A friend of Edith's who is very quick in her motions was much surprised by an application of the word to herself. Meeting her in the hall of the school building, one morning, Edith said roguishly, "Good morning, Merry legs!" One

day, she came upon the name of the little pony rather suddenly, not having read anything about her favorite for quite a long time, and she spelled at once these happy words of greeting, "I am glad to see you Merry legs. Are you glad to see me?" When the story of "Black Beauty" was nearly finished, she said with an expression that gave pathetic emphasis to her silent words, "Only one more page, I am very sorry." In December the class began to read Hawthorne's "Wonder-Book." The change was not a welcome one, and it was particularly hard for Edith to lay aside a book which had been a source of such pleasure, in order to take up a volume of myths in which she felt no interest; but she showed a sweet willingness to accept the choice of her teacher, even though it did not at all accord with her own desires. As she read from the old story of King Midas, the magical power of "the golden touch" seemed still to exist, for it suddenly brought a smile of sunshine into her clouded face, and resting upon her mind and heart kindled in them sparks of interest and pleasure, which have ever since shone forth when she has journeyed into the mystic realm of fancy. Of the other stories of the "Wonder-Book" she liked best the one telling of Bellerophon and the beautiful winged steed Pegasus. Two volumes of "Little Women" occupied the class for the remainder of the year. They derived much pleasure from Miss Alcott's charming pictures of real life. Edith, with the others, delighted in the realistic nature of the story as shown by its faithful record of besetting sins as well as of cardinal virtues. When Edith had read the chapter which tells how Jo, Meg, Beth and Amy played "Pilgrim's Progress," she expressed a desire to know something about this book, and soon took it from the library. She could not of course interpret the allegory but it interested her very much, and she asked

many questions regarding it. She made some strange and amusing applications of certain words which were added to her vocabulary through the medium of this book. A bead basket, very nicely made, was one day presented by Edith to a friend with the accompanying note. "For the Christian who brought me some ice-cream." During the past school year, in addition to the four volumes carefully read in class, Edith has enjoyed by herself, "What Katy Did," "Boys of Other Countries," some of Whittier's poems, "Pilgrim's Progress" and "Captain January." The last mentioned book possessed a special charm for Edith. The dialect of the story was new to her, and she used it now and then in her own conversation. One day she was so obstinate that she was sent to her room for an hour; but she soon appeared before her teacher with a slip of paper upon which she had written, "I be'nt bad any more, the Lord has delivered it out of me." As she sat alone one afternoon reading "Captain January," she found many words and phrases which amused her very much. She wished to tell her teacher about them when she returned, and lest her memory should prove treacherous she secured the aid of slate, paper and stiletto and wrote them all down. Conspicuous among the very funny things which she recorded was the sea-song beginning,

"Boney was a warrior.
Weigh! heigh! oh!"

At the present date Edith is enjoying in the evening reading hour Mrs. Stowe's sweet story of "Pussy Willow." That she appreciated the beauty of the visit of the fairies to the little girl's cradle indicates a development of her imaginative power.

Arithmetic.

Edith's progress in arithmetic has been much retarded by her particular aversion for this branch of study. Many serious mental and moral conflicts have been occasioned by the requisition of work with numbers, and in no other class are Edith's varying moods more quickly discernible. Under favorable conditions of mind and temper she performs very cheerfully and well the problems assigned her ; but if there is the slightest cloud in the atmosphere of her nature, a storm of perversity is quickly developed which must be thoroughly subdued before she can give any heed to the questions to be solved. Oftentimes during the period of recreation succeeding an arithmetic lesson, when the other members of the class are enjoying themselves out of doors, Edith remains seated by her desk with her type slate before her ; while her face and gestures afford pathetic evidence of the strength of the contest which the forces of good and evil are waging within her breast. The final triumph of right is indicated by the earnestness with which she applies herself to the solution of the problems, and it is generally noticeable that when there is such special concentration of mind, a correct answer is quickly obtained. The following schedule shows the work which has been required of the class during the year.

Operations and problems in hundreds and thousands. Problems of two or more steps in United States money. Addition and subtraction of decimals (tenths, hundredths, thousandths). Multiplication and division of decimals by whole numbers. Reduction. Tables of liquid and dry measure. Tables of weight. Problems involving use of tables. Practice in estimating capacity of various receptacles. Practice in estimating weight of various objects.

Edith's work has differed from that of her classmates both in quantity and quality. Lack of steadfast attention to the daily lessons has made her record in the number of examples performed below that of the average pupil of the class, and from the same cause her mind has not proved equal to the solution of the most difficult among the problems, although these have been readily solved by the other members of the class. In one particular, however, she has stood without a rival. Her teacher states, that Edith has seldom failed to give a perfectly correct estimate of the capacity of a given receptacle or the weight of a given object, and that, when she has made a slight error, it has been exceedingly difficult to lead her to detect it, owing to her firm conviction of the exactness of her estimate. The success which Edith has thus far achieved in arithmetic has been undoubtedly due to the spirit of ambition, by which, in her best moods, she has been animated. One day she guessed a great deal instead of thinking. Her teacher tried to spur her on to accuracy by telling her that she was behaving like a little girl, and thus getting behind her classmates. With apparent appreciation of the alarming situation Edith exclaimed, "What a misfortune," and she responded with correct answers to the questions which followed this conversation. To test her teacher by giving wrong answers to even the simplest problems is a bit of oft-repeated naughtiness.

The marked improvement which has been noted during the year, and the fact that for the most part the assigned work has been well and cheerfully performed, are to be regarded as hopeful signs for Edith's future mathematical studies.

Science.

Zoölogy was the medium through which Edith was introduced to the world of science. Here, as a member of a class of students, she came into direct contact with the typical forms of animal life. Her observations were usually correct and her statements oftentimes unique, but never ambiguous. Her work in zoölogy did much to familiarize her with simple language; but doubtless its greatest value was in the intellectual companionship of others which it afforded.

Her study of botany began last autumn with the subject of fruits, and she was one of the most enthusiastic pupils in the class. She examined with great care and interest every specimen which was provided for illustration of the lessons; but it was exceedingly difficult for her to express completely and well the knowledge gained from her independent observations. She did, however, improve very much in this respect by continual practice in the expression of her own ideas, as well as by the attention, which she was able to pay through the interpretation of her teacher, to the recitations of the other scholars. Her interest in botany extended beyond the walls of the school-room. One day when she and Miss Markham were visiting a friend, she surprised her teacher by giving a correct classification of all the varieties of fruits which she enjoyed for dinner. A special study of the seed, root, stem, leaf and flower followed that of the fruit in the cycle of plant life. The botany lessons furnished a stimulus to practical investigations, as Edith roamed at will about the school-yard. The trees and shrubs and garden plants grew dearer to her as she came into possession of a magic key, with which to unlock the mysteries of their wonderful and varied forms. With the approach of spring-time it was very beautiful to note Edith's interest and de-

light in watching day by day, and, I might say, hour by hour the unfolding of the buds; for during the brief recess which followed each recitation-period she could be seen standing by the lilac bush examining the buds which Nature had put within her easy reach. She said one day while her face lighted up with her brightest smile, "I like to be out of doors all I can to watch the leaves and flowers grow." It was indeed a wonderful time for Edith, when by means of her delicate touch she could have a share with those who see in the pleasure of spring's sweet miracle. Buds and branches were examined in class as well as out of doors, and the pupils kept a daily record of their independent observations. Here are several extracts from Edith's spring journal.

APRIL 11. We examined the buds of the elm tree today. There are two kinds of buds, leaf bud, and flower bud, the leaf buds grow from the end of the branch. The flower buds grow from the sides. The flower buds are alternate in the branch and are larger than the leaf buds because they begin to open first. The buds are covered with scales to keep them warm in the winter. When the scales fall off the leaf buds, they leave rings in the branch. We can tell how old the branch is by the rings.

APRIL 12. Today we are examining the branch of a horse chestnut tree. We find a large terminal bud with nine sticky scales all around it. There is a baby bud under the scales in the side of the branch. The arrangement of the buds is opposite. We find seven leaves which look like hands with seven fingers and long wrists. They are covered with soft hair. They feel like velvet. Half way down the branch there is another bud and at the bottom there is a baby one. This branch is three years old. There are scars on the branch where the leaves fell off in the autumn.

APRIL 13. Today we examined the branch of the maple tree. We saw the leaf buds and open flowers, the leaf buds were at the

top end of the branch. The flower buds were on the side, the arrangement of the flowers on the branch is opposite. There were many flowers at the node. We saw the stamens with fine dust on them. These threads were stamens. The leaf buds are protected by scales which fall off when the buds open and leave a ring. When the leaves fall off they leave a little scar.

The first principles in the analysis of flowers were obtained from the tulip, and the following description was written by Edith after a careful study of the parts of the flower and a brief oral recitation in which the names for them were supplied and their uses considered.

THE TULIP.

The tulip has four parts. They are called calyx, corolla, stamens, and pistil. The outside circle of leaves in the flower is called the calyx. The inside circle of leaves is called corolla. The calyx has three parts. One part is called sepal. The corolla has three parts. One of the other parts is called a petal. Next we find six stamens. The stalk part is called filament. The top is called anther. The anther is full of dust called pollen. When the calyx and corolla are much alike as they are in the tulip we give the name perianth.

The pupils were required to prepare a written description of every plant which they examined and Edith's work in this line was usually quite creditable. Twenty-five flowers were analyzed during the spring term of school and the chief characteristics of the families represented by them were carefully noted. Letters written during the succeeding summer indicate that even in vacation-time the impulse given to the study of nature was still felt. The home garden became to Edith the sweet scene of many observations of leaf, flower and fruit, and the woods and fields were visited with fresh interest and pleasure.

Gymnastics.

The gymnasium is the place of all others in the institution where Edith most delights to be. Here she is her happiest, best self, and she executes the orders given her with the zest and accuracy of an enthusiast. Not the slightest sign of fear can be detected in any of her movements. She is ready and willing to mount the ladders, and climb alone to the highest place in the gymnasium, and she is allowed a full share in every sort of exercise which is required of the other girls. Freedom and energy characterize every motion; but as yet the beneficial results of the physical training which she has received have not manifested themselves to any marked extent in her carriage when away from the gymnasium. When walking alone in the yard or about the school buildings, she moves with a shambling gait which is quite unpleasant to behold. This strange contrast may be explained by the feeling of perfect safety which must come to Edith in the gymnasium because of her knowledge of her teacher's constant presence and watchfulness; while in the care of herself, as she goes alone from place to place, she must feel at least a slight degree of uncertainty, which is quickly indicated in her gait. She seems to smooth out a path for herself with her feet as if anticipating contact with some unusual obstacle, and this awkward movement in walking has become so much a habit that it is not wholly abandoned even when she holds the hand of a friend. An arrangement has, however, been recently made, whereby for one hour of each week the school-yard becomes the scene of the gymnastic lesson, and it is hoped that the present awkward gait of the child will soon give place to one more natural and graceful.

Edith's idea of direction has been mentioned in previous

reports. It is still one of her most marked characteristics, and is exhibited again and again to the astonishment of all observers. She has firm faith in physical exercise as a source of true health. Very often when she hears of people who are not well she will say: "If they would do gymnastics they would be strong."

A favorite amusement of Edith's is to pose as a gymnastic teacher. She can guide two girls through quite an accurate drill. By standing in front of her pupils, and putting a hand upon the head or the shoulder of each, she can determine whether they are keeping time or not, and responding correctly to the given orders. Each order is spelled into the hand of one pupil who repeats it orally to the other. If any command is not executed in the desired form, she will, with characteristic quickness, swing her body half-way round, so as to face in the same direction as her pupils; then securing their attention with the words, "see me," she will proceed to illustrate the given movement for their instruction.

Manual Training.

Success almost always attends Edith's efforts to do anything with her hands. Two hours of each day she spends in the work school, where she has drill exercises in practical sewing, knitting and crocheting, and is also taught how to fashion many a pretty fancy article. Slippers, bags, pen-wipers and dainty edging come forth in quick succession from the deft fingers of this little girl. One of the most creditable specimens of handiwork sent from the girls' department to the World's Fair was a fancy bag, which Edith had made. During the past year two hours of every week have been devoted to machine stitching, and the hems of many pillowcases and towels testify to Edith's proficiency

in this new line of work. Edith has also been instructed in the art of hammock making. Her knowledge of the making of large hammocks was soon skilfully applied to the construction of a small one for her doll, and with characteristic thoughtfulness she announced her intention of making several more for the comfort of certain other dolls, whose mammas could not easily provide them with such luxuries. Edith exhibits great ingenuity in her undirected efforts in needlework. One afternoon she visited the Posse Gymnasium, where she saw for the first time a suit consisting of a blouse and a divided skirt. She examined this costume with much interest, and soon after her return home she cut and made for her doll a suit which was an exact copy of the one she had then observed. The next morning after she had finished this work she brought the doll to school in its novel attire, and showed it with much pleasure to the friend whose costume she had so skilfully imitated.

When Edith was told that a doll's fair was to be held in Boston for the benefit of the kindergarten for the blind, and that she could assist in the good cause by the use of her needle, she gladly devoted every moment of the time spent in the work room to the dressing of a doll for the fair. Her heart was in her work, and it therefore represented her best efforts. She had herself experienced the joys and comforts of the kindergarten, and she was eager to do her little part toward bringing others within the circle of its blessings. Every stitch not deemed worthy of the object for which she worked was cheerfully taken over again, and the dainty clothes when completed were such as any seeing child of her years might well have been proud to show. In her sloyd class Edith made a very pretty chair for her doll.

She has had regular training in sloyd with excellent results, from the time of her first lesson with Mr. Larrison in

the spring of 1890 up to the beginning of the past school year, when she proceeded to advanced work in the sewing department by the use of the machine.

Articulation.

Owing to Edith's lack of interest in oral language, it has not been deemed advisable to devote much time or attention to the study of articulation. She makes very little use of the sounds, which she has been taught, and it is seldom that she attempts voluntarily to say anything with her lips.

Characteristics.

The sunny side of Edith's nature is a thoroughly attractive one. She has a very affectionate disposition, which manifests itself in her intercourse with almost all she meets; but like most children she has her favorites. Among the teachers in the girls' department of our school there is one of whom she has always been particularly fond. Such a subtle sympathy has ever existed between the two, that even before her friend could make ready use of the manual alphabet, Edith was content in her happiness of association with her, without the use of other language than that of the heart. For some time it was Edith's custom to spend a part of her afternoon recreation hour with the teachers in one of the school-rooms. It was her delight to sit near her especial friend and to watch her as she prepared material to aid in the instruction of her classes. Map-making was a process in which Edith was much interested; but what she enjoyed more than anything else, was to examine the apparatus provided for the class in physics, and experiments were often kindly performed for her sake. The power of attraction of the magnet was a very wonderful revelation to

her, and for some time she was absorbed in its mystery, as again and again the iron filings clung to the bar of steel. Suddenly after the armature had been placed on the ends of the magnet, Edith was surprised to find that although she held the magnet over the filings, it failed to attract them. She looked troubled for an instant, then with a smile born of perfect faith, passed the magnet to her friend, saying, "it is dead, make it alive again." One day she was invited to make the acquaintance of the electric battery. When asked whether she liked the sensation experienced in the hand grasp of this novel introduction, she replied with comical indecision in word and countenance, "no, yes, no, yes, but *no*," with marked emphasis on the conclusive word.

Among her schoolmates there is one to whom Edith gives her love in fullest measure. This friend has always shown in every way most tender and affectionate thought for Edith, who fully reciprocating the affection tendered her is especially happy in a sense of her companionship. Soon after their first meeting she invited Annie and another schoolmate to spend an afternoon with her. She received her guests in her most hospitable manner, introduced them to her large family of dolls, and showed them all her other treasures in such a way as to make them feel at once that they were welcome to enjoy all of her possessions. Candy and peanuts had been provided for refreshments, and they were divided among the guests by the generous little hostess.

Edith is very fond and proud of her little sisters. When they come to the institution to visit her, she conducts them all over the school-buildings and the grounds, and is most zealous in her endeavors to give them pleasure. There is an element of pathos in the eager desire, which she manifests, that every one should know that her sisters can see, and hear, and speak with their lips. Edith's attachment to

friends and places finds frequent expression in her conversation. When she is at school her mind often reverts to the dear associations of home, and in the midst of vacation pleasures she keeps a faithful record of the passing of the days and weeks in joyful anticipation of the beginning of a new term of school life, and the meeting with her many friends at the institution. Edith is quite dependent for her enjoyment upon the sense of companionship. Her disposition is a constant testimony to the truth of the saying, "happiness is not perfected until it is shared." When asked if she had visited a friend who was ill, she answered, "no, she does not want anybody," and then stated the contrast in her own case by saying, "I do want somebody."

One day Edith applied to some friend an unusual phrase of endearment. Being questioned as to its origin, she replied quickly, "I found it in my heart." When she was told that four of the teachers whom she had long known and loved would not return to the institution to continue their work, she felt very sorry, and her regret was deepened by the thought that it might be a long time before those who filled the vacant places could talk with her by means of the manual alphabet.

The evening of Edith's thirteenth birthday was made memorable by a party, which was a genuine surprise to her. It was most interesting to note the expression of mingled astonishment and delight on her face, as one by one the guests were recognized, and she stood in the midst of a circle of loving teachers, classmates and other dear friends. She accepted with a pleasing simplicity and modesty the many gifts and attentions of which she was that evening the recipient. The climax of her happiness was reached, when she became the possessor of a beautiful canary bird in a cage,—a token from the zoölogy class of which she was

then a member. The children chose to have the presentation of their gift introduced into one of Edith's favorite kindergarten games. At a given signal all the company formed in a circle, several children were put inside of the ring for birds, and the game proceeded according to the words of the following song,—

Fly, little bird, fly round the ring,
 Fly, little bird, while we all sing;
 Then fly down to some child's feet,
 Who will sing you a song that is soft and sweet.

Stay, little birdie, stay with me,
 Stay, and my little birdie be;
 If you'll stay, I'll treat you well,
 And give you a cage wherein to dwell.

When Edith bent over to stroke, as she supposed, a little girl who had fallen down at her feet, her hand encountered instead a cage; and a motion against the bars indicated the presence of life within. She was quite overpowered by the strength of the surprise, and it was some time before she could realize that, in truth, a little bird had at last come to stay with her and be her little bird. For the remainder of the evening she could think and talk of nothing but her beautiful canary, which has ever since been the object of her fondest love and care. The promise made that evening in the words of the song has been most beautifully fulfilled. Edith is extremely fond of pets of all kinds: anything which possesses life is sure to appeal warmly to her sympathies. She made a pretty picture one day, as she stood upon the lawn of the school-yard, holding one end of a long string, while a kitten sported at the other end, sending to Edith knowledge of its lively movements by its violent twitches at the cord, thereby causing her much amusement.

Until quite a recent date the imaginative faculty, which in so large a measure constitutes the charm of childhood, has seemed to be dormant in Edith's nature. A year ago last December, the teacher in charge of a composition class, which Edith had joined, asked each of the pupils to write a note designed to accompany a Christmas gift. Edith had been devoting some of her leisure moments to the making of a present for her mother ; but since it was not then completed, it was apparently impossible for her to imagine it all ready to send away, and to write a note suitable to accompany the finished article. After a good deal of perplexity caused by the teacher's request, she began a note in her own practical manner as follows : "Dear Mother, I am making you a Christmas present." In those days Edith could not enjoy a fairy story or feel any sympathy with the personification of an inanimate object. The language of bird or brook or tree, as interpreted by poet or by prose writer, failed to excite in her either interest or pleasure. Even her childish plays were founded upon the events of real, every day life, and never upon pure fancy. One evening as Edith showed signs of being sleepy, a friend suggested that she had been visited by "the sandman." The bit of nursery lore brought to her mind by this allusion caused her much perplexity at first, because of her literal acceptance of the statement. Even after the mystery had been dispelled by an explanation of the legend, she did not grasp its full meaning, or appreciate the appropriateness of its application. Though she still shows a decided preference for stories of a practical character, she now derives some pleasure from those the scenes of which are laid in fairyland. Her own conversation and her plays indicate that her imaginative faculty is at last thoroughly awakened, and that it is being developed day by day. She now ascribes to the canary

bird a language, which her love interprets, as she stands by its cage and feels upon her face or fingers the gentle touch of its bill. Whenever she supplies it with fresh seed and water it says, "Edith, I thank you," and it very often summons her to its cage by calling her name.

A schoolmate of Edith's told me that one afternoon when she was standing with her by a window, Edith suggested that they should talk to each other of what they imagined they could see out of doors. Soon the familiar school-yard was transformed by Edith's fancy into a charming bit of fairy land, dotted with tiny white buildings, and peopled with merry little elves dancing in and out among the flowers and grass blades or resting in their cozy, pretty homes. The doings of the Pygmies as recounted by Hawthorne in his "Wonder-Book," undoubtedly supplied Edith with the ideas for this particular fancy, as the story at that time formed the subject of her daily reading lessons. An original game entitled "Queen and Fairy Goddess" is thus described in a letter which Edith sent to a classmate last summer. "I play queen and fairy goddess and wear sashes and a wreath of yellow, pink and white paper flowers. Nellie is a princess and I touched her with my wand and said, 'go to the woods and eat the sugar I gave you, if the wolves should touch you, my princess,' I was queen and told the princess what to do." She adds, "that is my favorite play. I am the only one who knows how to play everything in that sort of thing."

Edith's powers of imitation are frequently illustrated both in action and in language. She appeared before one of the teachers with a bead-basket in her hand, and requested her to guess for whom it had been made. The teacher tried several times to do so; but as she failed to name the right person, Edith said, with a very pedagogical air, "Miss C——

is a quick guesser, and I want you to be." A letter sent to Edith during the summer vacation had been written out of doors and dated, "Hammock, Under the Maples." When her reply was received the reader was much amused to find, that Edith had made use of the idea of very special locality as forming part of the heading, by beginning her letter with the phrase, "Under the piazza." Edith is exceedingly fond of fun and frolic. "I am very playful" are her own words in recognition of this trait. Much of her mental energy is expended in devising means of amusement for herself and others, and she has now numerous resources for entertainment. The inclination to play has always far outweighed, in Edith's nature, the disposition for work, and her intellectual development has been seriously impeded thereby. Slowly, yet we believe surely, these two tendencies are being brought toward the point of balance.

Edith's power of imitation is exhibited in a superlative degree in the games which she invents. She uses as her materials whatever is of most interest in the experiences of her own life. When she first came to South Boston she played "school" and "church" a great deal. Especially did she like to reproduce in the form of a game her impressions of a church service. Chairs were arranged so as to suggest pews, then each person in the congregation was provided with a book, and soon all were requested to rise and sing a hymn. This opening hymn was immediately followed by the passing of the contribution box, and after more singing the service was ended. Simple indeed it was; but it undoubtedly reflected all that had most strongly appealed to Edith during her attendance at church.

Domestic scenes are frequently enacted by the girls. Edith generally plays the rôle of the "mother of the family," and the care of her house and children is assumed with an

air of grave responsibility. No misdemeanor on the part of her children is allowed to go unpunished, and special virtues meet with sweet rewards. Edith has a large number of dolls, which until recently have played an important part in many of her games. When she returned to school this autumn she did not bring back any dolls. A certain "grown up" feeling, which has lately taken possession of her, may account for the laying aside of these special joys of childhood. Sometimes while she is in a quiet mood, Edith will invite one of her schoolmates to be her little girl, and then, holding her in her lap in true motherly fashion, she will entertain her with "pretty stories." Upon one occasion, when two of her friends were about to take leave of her after a visit of a few hours Edith said to them, "I will go with you to the car"; so she accompanied them out of doors, walked a short distance, and then in her imagination stopped a car by a signal from her uplifted hand, assisted her guests to get on board, and waved a "good-bye" as the imaginary car bore them swiftly toward the Fisher cottage.

Games in which the exercise of running enters largely are the ones from which Edith seems to derive the most enjoyment, and the precious grass-plot in the school-yard is her favorite playground. Here during the recreation time she may often be seen, indulging in an animated game of tag. Sometimes she is in imagination a spirited horse, or again, the driver of one, the apron strings of her companion serving as reins to establish the necessary means of communication between the steed and its master. Once, at least, in early summer, before the close of school, an opportunity is granted the children to romp in the new mown grass of the lawn, and Edith is then one of the gayest spirits of them all. In winter the out of door sports are not discontinued. "Nature's white blanket" affords compensation for the loss of the

grassy playground. Snow houses and snow images stand as witnesses of many a happy hour and testify to the skill of the hands that formed them; while games of snowball furnish opportunities for more lively action.

Edith seldom alludes to her great physical deprivations, and she does not apparently suffer from the consciousness that avenues of sense open to others are closed to her. She has once or twice referred to the period before she received instruction as the time when she could not talk with anyone, but was constantly in the dark. When told of a plan which had been made for her to take a trip to Washington with her teacher, she asked, almost as if addressing herself, "why can I not go alone?" Then turning quickly to her teacher, she gave the response to her own query by saying: "No, I want you to go with blind Edith."

The spirit of happiness is one of nature's choicest gifts to Edith. Her sunny smile, joyous activity, merry laugh, and bright conversation all bear witness to the abiding presence of this sweet gift. The following sentences are culled from letters which she wrote last summer. "Bird and I are happy together in the sunny window where I sit in my room." "I am happy all the time, I am teaching my sister Nellie how to make a chair out of beads." "I am happy forever now, and fine tempered all the whole summer, no evil came." Edith delights in blessing other lives with the same gift, which she herself possesses in such abundant measure, and her own joy is much increased by a knowledge of the happiness of her friend. In a letter to a dear schoolmate, after describing her summer pleasures, Edith writes: "I hope with all my heart you are having a splendid time." She is very quick to appreciate any plan that is made for the purpose of giving her pleasure, and seeks means to repay it at her earliest opportunity. She is ready and willing to lend a

helping hand in any way in which her assistance is desired. She has never shown the slightest annoyance at being asked to perform a service for another. A message intrusted to her is delivered with perfect promptness and accuracy. If interrupted in her attempt to fulfil her commission, she will state briefly why she cannot be detained, and then hasten onward. Until last October Edith's domestic work at the institution had consisted only of the care of her room, and this always gave evidence of her innate sense of order and neatness. There are certain tasks in the cottage and the school-house, which are regularly performed by the pupils. Edith seemed much pleased, when last autumn, as she entered upon the broader life of the school, she was told that she could share in these duties by helping to wipe the supper-dishes, and by dusting two of the music-rooms every morning. Though generally very faithful in the performance of tasks thus assigned to her, she did not perform them with the highest motives. Her attention being one day called to the fact that she had not dusted a room thoroughly, she said, "I have never been scolded for not doing it well." After a reproof had been administered, her work was always perfectly satisfactory.

Edith has a remarkable idea of the lapse of time. So very accurate is this inherent sense that it often proves a surer guide than her watch. Strict reliance on her watch will sometimes cause her to be a little late to the class-room; whereas, in the absence of it, her questions show a surprisingly correct estimate of the passage of time. She will ask whether the lesson is nearly over (or about to begin) almost at the moment when the bell rings, which divides the school-day into periods of work and of recreation.

She is quick to perceive and distinguish sounds by their vibrations. She was conscious of the sound produced by the

hammering in the construction of a building near our school. She realized at once that it differed from any of those already familiar to her ; and asked her teacher what she heard. Miss Markham at first supposed that she referred to the music from a piano ; but Edith did not accept a reply to that effect. When the work upon the new building was suggested as a possible explanation of her query, she seemed fully satisfied. She never fails to recognize a well known step. Whenever guests enter a class-room where Edith is at work she will turn to her teacher with the question, " who has come ? " and she is equally conscious of their departure. She was recently much surprised to learn that persons can be distinguished by voice as truly as in any other way, and she asked many eager questions concerning the voices of her friends.

Edith's deportment has improved during the year in a marked degree. The attacks of obstinacy have occurred less frequently than in the past, and she has been for the greater part of the time a tractable, obedient little girl. Her desire to do whatever is done by those with whom she associates, in other words, imitateness has ever been an important trait of her character.

Last winter this trait was illustrated in a most novel and peculiar way. Though she had shared in all the pleasant experiences in the life of her schoolmates, Edith had never been subjected to the special modes of punishment designed for those students, who wilfully break the school rules. The knowledge of a penalty which was inflicted upon some of her companions created in Edith a longing for the same experience, and she soon began to do the wrong which had in the other cases brought about the punishment she desired. Repeated tardiness to her sewing lessons was her chosen transgression. Punctuality being one of her chief

characteristics, her teacher was somewhat surprised when Edith came one afternoon quite late to her class. She supposed that there was a good reason for the delay, but she soon found that Edith had no excuse to offer. The next two days she was even later and lest her teacher should not take sufficient notice of the moments which she had lost, she held up her watch and pointed with rather a triumphant expression to the tell-tale hands. Edith's aim became obvious, and she was soon told, to her complete satisfaction, that on the following Saturday she would be deprived of some of her playtime and be required to sit alone in a room. She awaited her punishment with apparent eagerness and bore it with great equanimity for the time she had expected it to last. When, however, she discovered that her period of solitude was to be longer than she had anticipated, she grew very restless. A tempest of rebellion gathered fast within her ; she stamped her feet in angry protest, and gave further vent to her feelings by kicks at the door. These acts of violence were continued for a little while ; but when her teacher went to grant Edith release, it was a very docile little girl whom she saw, and Edith has never since done anything to cause a repetition of that afternoon's experience.

The incident just related brought forcibly to mind one that occurred several years ago : Edith went with her zoölogy teacher and some of her classmates to inspect a hive of bees. She was much interested in an examination of these wonderful insects and their work ; but came home with a cloud of disappointment visible on her face, occasioned, as Miss B — soon learned, by the fact that she had not been stung. An opportunity has recently been afforded Edith for the gratification of her former desire ; but she now seems perfectly content with knowing bees can sting without any direct proof of this scientific truth.

Her mind is often occupied with subjects of a serious nature, as is shown to those with whom she associates by her remarks and inquiries. She evinces much eagerness in her attempts to gain knowledge of things pertaining to the spiritual life. She is now quite familiar with many of the narratives of the Bible from her thoughtful reading of the volume of "Bible Stories" before mentioned, and of the Sunday school lesson papers. She also frequently requests her friends to tell her stories from Scripture not already known to her. Occasionally she tests a person's biblical knowledge by a species of catechism regarding some of her favorite characters in the Old or New Testament. For some time Edith has been a regular attendant at church and Sunday school. At first her ideas concerning the object of church going were extremely vague. She only knew that the custom was in some way related to goodness, and her desire for continual attendance was explained by her earnest wish to do what the other girls did. She was apparently content to sit quietly through a religious service without knowing much about it. She has never manifested any restlessness or impatience, with the single exception of one morning when she went with Miss Markham and several other friends to the Old North church. The service there was so long that before she was released Edith spelled with decided emphasis to her teacher, "I do not like old churches, I like Baptist churches better." Recently, when she was accompanying a friend to church, Edith suddenly asked with a very serious air, "do I go to church for nothing?" The question appealed most strongly to her friend, and that morning the latter interpreted to Edith as much of the service as she thought the little girl could comprehend. Edith was delighted because of the efforts thus made in her behalf, and paid strict attention to

all that was conveyed to her. In the course of the sermon the minister referred to the mythological giant, who derived his strength from the earth, and was invulnerable when in contact with the source of his strength, and told how he was finally overpowered by Hercules in mid air. Edith read the story with greatest interest from her friend's fingers. It made a deep impression upon her mind, and after the service she asked if there were any such giants nowadays. Her friend said "no," and then told her that people used to believe in them before they knew about the Bible. Edith could not easily distinguish between the mythological form of giant and the biblical one as exemplified in the person of Goliath, and she responded quickly with an expression of incredulity, "David killed a giant."

"Who wrote the Bible?" asked Edith one day. When told that it represented the work of many men she recognized quickly the source of their inspiration, saying, "God helped them to remember, so that they would do it right." She no longer sits in her Sunday school class unmindful of the theme of the lesson. She learns the "Golden Text" every Sunday, and as she repeats it in her class is happy in feeling that she has a share in the recitation of the hour.

She has most decided ideas of the fitness of things. She remarked to her teacher one day, that she did not like to "pray up." When questioned as to her meaning it was found that she considered it more reverent to kneel in prayer than to stand and pray as the girls did in the hall. She has learned the Lord's prayer and when the vibration of the music of the morning hymn ceases she repeats it to herself upon her fingers while the other pupils are saying it with their lips. In prayer, as in every other act of her life, she enjoys companionship, recently stating to a friend that she did not pray in her room alone because she liked

better to pray with the other girls in the hall. It was at first very difficult for Edith to believe in the existence of God, since she could not conceive of a spiritual presence apart from a material body. She could not readily grant her love and obedience to an impersonal power. Her difficulty found early expression in these words, "I cannot love God, for I want to hug and kiss those whom I love, and I cannot hug and kiss God."

Though Edith has taken but few steps into the great realm of religious thought, she now believes in God as the source of all life and goodness, and with childlike simplicity and trustfulness she asks him for help to overcome the evil forces of her nature.

We who watch with loving interest Edith's progress from day to day, look forward to her future years with the expectation of beholding a wondrous development of her present capacities; for we place our trust in the infinite possibilities of a child nature.

For reasons relating to her health and strength, Miss Harriet M. Markham, who during the past four years has served as special teacher of Edith with great fidelity and devotion, declined a reëlection at the close of the school term. Her place has been filled by the appointment of Miss Sarah M. Walker of Hampden, Mass.

MUSIC DEPARTMENT.

Call in some music; I have heard, soft airs
Can charm our senses and expel our cares.

—SIR J. DENHAM.

This department has received all the attention which its importance as one of the fundamental and most vital branches of our system of education demands, and its work has been carried on with great thoroughness and with satisfactory results.

The course of study herein pursued is broad and comprehensive, and has for its aim to give each pupil such general knowledge of vocal and instrumental music as will form the groundwork for special attainments. It comprises pianoforte, cabinet and church organ, solo and chorus singing, violin, clarinet, flute, band instruments, theory, practice and analysis of harmony, and the history of music.

The devotion, assiduity and ability of the instructors have produced their appropriate effect upon the progress of the learners, making it steady and rapid.

The following statement, prepared by Mr. Thomas Reeves, gives an account of what has been done in the music department during the past year:—

The number of pupils who received instruction in the various branches of music was 88. Of these 78 studied the pianoforte; 8 the organ; 7 the violin; 9 the clarinet; 2 the flute and 17 the various kinds of brass instruments; while in the history of music there were 9 pupils, in harmony and composition 25 forming six classes; 61 practised singing in four different classes, and 18 took private lessons in vocal training.

The study of the pianoforte is now, as it has been heretofore, the leading feature in the music department. On the whole satisfactory progress has been made in this branch, many of the pupils having learned to play with intelligence, accuracy and precision. Their proficiency has been shown on various occasions, but especially in the monthly class recitals, and most of all in the lecture recitals, given from time to time by advanced students, each of whom has arranged and executed without assistance a complete programme, prefacing every one of the numbers therein contained with a brief biographical sketch of its composer and with an analysis and outline of the musical forms involved in the piece. Last spring Mr. John S. Dwight attended one of the class recitals, in which Bach's music only was given, and he was so highly pleased with the work of the performers that he complimented them most heartily.

As few persons possess the combination of qualities requisite for an organist, great care had to be exercised in the selection of suitable pupils from among the candidates for the study of this instrument. That this choice has been prudently made has been proved by the results already obtained, which are very satisfactory. Three or four of our young organists have been so well trained as to be ready at the close of the school term to fill responsible positions in churches.

The work in the history of music has been mainly of a biographical character. The lives of the great composers have been studied, and the important facts connected therewith have been touched upon in brief essays prepared by each member of the class.

The study of harmony has received due attention. The first class has finished Richter's text-book, and has reviewed the subject with the aid of Emery's work. In composition, the scholars have had considerable practice in the sonata form. One of their number composed a trio for violin, clarinet and cornet, with pianoforte accompaniment, which was given at the closing exercises of the school in the Boston Theatre. It was skilfully constructed

and shows that there is both natural talent and originality in its author.

Mr. George W. Want has rendered excellent service as instructor in singing. He entered upon his work with great earnestness and has brought to it long experience, a thorough knowledge of his art, refined taste and a good judgment. At the end of his first year's labors here his pupils give evidence of admirable training.

Through continued band-practice many of the pupils become soloists on such instruments as the violin, clarinet, cornet, alto horn and baritone. They play so well as to enable them to make a creditable appearance on any stage.

Such of our students as are to become instructors, are trained during the last two or three years of their course in the art of teaching and are assisted in collecting the needful musical materials and in acquainting themselves with the special requirements of their profession.

Practical knowledge of the art of teaching is of paramount importance to our advanced students, and in order that they may gain this some of them are assisted to obtain seeing pupils in the neighborhood, whom they instruct with or without pecuniary compensation, according to circumstances, while others are assigned to give elementary lessons to our younger children. In the course of the last few years several of our undergraduates availed themselves of these opportunities. The experience thereby acquired is very valuable to these young teachers. Besides giving them a foretaste of their future avocation, it helps them not only to become acquainted with its requirements, but also to find out some of its inherent difficulties and to learn how to overcome these while

they are still near those persons who can advise them on the subject.

No efforts have been spared to improve the music department in every respect, and to complete its equipment as far as the limits of our present system of education will permit. Its library has been put in order and augmented by the addition of many new works printed both in Braille point and in ordinary characters. Efficient, unassuming and earnest workers have been employed as members of the staff of regular teachers, while the persons engaged as special instructors are men of uncommon ability and of high standing in their profession. Our supply of instruments of various kinds has been replenished and enlarged. Three new Knabe pianofortes, one of which is a parlor grand, have been purchased, and all reasonable demands for increased facilities for study and practice have been readily met.

Aside from the ample means for thorough instruction and systematic training in the various branches of music afforded at the institution, our students have been favored with numerous external advantages of a diversified and extensive character. They have had excellent opportunities of attending concerts and of hearing the best and most approved compositions of the great masters interpreted by eminent performers.

These privileges, whether considered from an educational or from a social standpoint, are of inestimable value. They are peculiar to our school and can

rarely be obtained by other institutions. They are due to the exceptional character of the city in which it is located. Owing to the unremitting efforts of such enlightened reformers and noble apostles of pure classical art as John S. Dwight, and to the munificent generosity of some of its public spirited citizens, Boston has unquestionably become not only the nursery but the acknowledged centre of musical culture in America, and is destined to remain such for many years to come. Its inhabitants have been surrounded by a pervading æsthetic atmosphere and have advanced rapidly in the development of a fine taste and the acquisition of a keen faculty of discrimination, which enables them to perceive readily and appreciate thoroughly what is really beautiful and wholesome and uplifting in art. The great strides of progress made in recent times in this direction may be partly ascribed to other causes, but they are principally due to the refining and elevating influence, which has been steadily exerted by the symphony orchestras, choral societies, vocal and instrumental clubs, instructors and professors of distinction and high renown, conservatories, special schools and musical groups and associations of all sorts. Most of these organizations and not a few of the celebrated players and singers, with whom the city abounds, contribute largely to the musical culture of the blind by admitting them without charge to their concerts, operas, oratorios, recitals and rehearsals. Praise and thanks are due to all of them, but we are especially

grateful to those among them, whose great kindness and thoughtful liberality have been constant and unfailing sources of immense profit and pleasure to our students and whose honored names will be given in full in the list of acknowledgments.

I am exceedingly sorry to be obliged to report, that four changes have occurred in the corps of instructors and readers of this department. Early in the spring Miss Elizabeth B. Langley, who has been one of the ablest and most efficient of our teachers for many years, gave notice of her decision to withdraw from the work of the institution at the expiration of her engagement. The cause, which induced her to take this step, was need of rest and a desire to devote a part of her time to study and practice. Later in the season both Mr. Elmer S. Hosmer, who has filled since 1887 a prominent position as instructor with great fidelity and acceptance, and Miss Agnes E. Snyder, who has rendered good service in the girls' department for five years, declined a re-election,—the former with a view of abandoning his profession and pursuing a career more congenial to his tastes and of a larger scope than that of a music teacher, and the latter for the purpose of opening a room in the city, where she will receive pupils. Mr. Hosmer is a graduate of Brown university and a man of scholarly attainments. He has already obtained the position of principal of a high school in Bristol, Connecticut. Lastly, one of the readers, Miss Theodosia C. Benson, who was about to be married, was unable to

renew her engagement with us. The vacancies thus created have been filled by the appointment of Miss Mary P. Webster of Milton, a teacher of culture and marked executive ability, Miss Mary E. Burbeck, a graduate of the New England conservatory of music, Miss Henrietta Bustin and Miss Sarah H. McGee.

In this connection it is fitting that reference should be made to a correspondence which I have had with Mr. Thomas Reeves, relating to himself. In my eagerness to keep every branch of the school in the front ranks of progress, I alluded briefly in my last annual report to some of the needs of the music department and spoke of its administration in terms of criticism rather than in tones of unqualified approbation and commendation. Mr. Reeves was troubled by my remarks, and felt that he could not retain his place. Therefore he sent me a letter of resignation, to which the following reply was given, dated June 26, 1893:—

MY DEAR MR. REEVES:—I am exceedingly sorry, that the words which I used in my last annual report in relation to improvements in the music department were such as to give you cause to deem it your duty to resign your position. I assure you, that in my earnest effort to suggest ways and means for the promotion of the efficiency of the work of the school nothing was farther from my intention than to cast the slightest reflection on you as a musician and teacher of a high order; and I regret the occurrence deeply.

With this explanation I hereby decline to accept your resignation, and I shall be very glad to engage your services for another year on the same terms as for the last.

Very sincerely yours,

M. ANAGNOS.

In consequence of this note Mr. Reeves recalled his resignation and accepted a reappointment.

Like the rest of the departments of the school, that of music has been finally divided into two separate sections,—one for the boys and the other for the girls. The former remains under the management of Mr. Reeves, while the latter has been placed in charge of Miss Mary Phillips Webster.

A few weeks after the opening of the present school term Miss Webster prepared the following statement of the course of study pursued in the girls' section, and of the number of pupils who receive instruction.

We have at present 38 girls who are taking private lessons in one or more branches of music. There are 36 pupils in piano-forte playing, studying under seven different teachers, 10 in singing, under three different teachers, and one in violin playing.

Three of the most advanced students take one lesson a week, the others take two, three or four lessons a week. The time devoted to these varies from one half period to three whole periods each week, the length of a period being generally fifty minutes,—sometimes a little less.

Some of the pupils study harmony in connection with the piano-forte lesson. The younger girls, who need instruction in Braille musical notation, receive it.

There are two chorus classes, one of which meets five times a week and the other four times. There are also a hymn class and a double quartet. Every girl in the school who can sing belongs to one or more of these classes.

The class in musical history meets once a week and consists of sixteen members. They are taking a general course, the facts being grouped around biographies and reference being made to contemporaneous history.

The class in analysis meets once a week and consists of five members. They are studying musical sentences and the sonata form.

The classes in harmony meet twice a week. The advanced class consists of three members who are writing in simple, four-part choral style to a given soprano, afterward comparing their work with the same chorals as harmonized by Haupt and Bach.

The second class in harmony consists of six members. They are studying the essential chords and learning to recognize by ear single notes, intervals and chords.

Nearly a month ago the institution was called upon to mourn a great loss in the person of John Sullivan Dwight, who died, full of years and honor, on the 5th of September. This revered and beloved man has been for eighteen years a trustee of this school and has proved himself a faithful and devoted friend. Interested in all good works, he gave to the advancement of musical culture the best part of his labors and of his life. Hence, though caring for the welfare of the students in every department, it was to their musical education that he gave special thought. Wishing them to be "rooted and grounded" in the highest and purest music, he selected and furnished with English words sixteen of Bach's chorals and had them printed in raised characters for the use of the pupils. He listened with deep interest and keen attention to their performance of this and other classical music. (With what is commonly called popular music he had little sympathy.) His criticism was always kindly and helpful, his praise a thing to

prize and to remember. He seldom failed to be present at the closing exercises of our school year, and never perhaps will that benign presence be more greatly missed than on those occasions. At the last one, it was his hand that delivered the diplomas to the graduates, and the words said in his own kindly and gracious manner will now be doubly precious to remember.

TUNING DEPARTMENT.

All organs of sweet stop,
All sounds on fret by string or golden wire,
Temper'd soft tunings, intermixed with voice
Choral or unison.

— MILTON.

The tuning of pianofortes continues to be one of the most lucrative vocations for the blind. It opens to them a large field of activity and offers better remuneration than any other calling. It enables them to take their place in the ranks of their seeing fellow craftsmen and come into competition with them under no very great disadvantage.

But in order that our tuners may succeed in retaining what they have already gained in their career and in obtaining further recognition of their claim to a reasonable share in the business of the community, they must be well adapted and adequately prepared for their work. In other words, they must be fully armed with native endowments and acquired attainments.

Among the many qualifications which are needful to them, the following are indispensable: —

First. They must have an acute musical ear and a natural aptitude for mechanics.

Second. They must be so carefully taught and so efficiently trained both in the theory and practice of their art as to become masters of it.

Third. They must not only be strictly honest in their business transactions, honorable in their dealings and absolutely free from disagreeable personal habits, but they should also be neat in appearance, tidy in attire, pleasing in address and gentlemanly in conduct.

These requirements are fundamental, and a deficiency in any of them will inevitably lead to failure.

During the past year seventeen pupils have studied the art of tuning, and have made good progress in its acquisition. The instruction given to them has been thorough and systematic, and nothing has been omitted which could help to render them skilful and efficient in their vocation.

The facilities and appliances for study and practice have been increased, and the necessary tools and materials have been procured. An upright piano-forte has been obtained, and we owe a debt of gratitude to Messrs. Chickering and Sons and Messrs. William Knabe & Co. for complete sets of the actions of their instruments, which enable our tuners to examine every part of the mechanism and become familiar with its workings.

The privileges and opportunities afforded by the tuning department are greatly appreciated and most highly valued, and many are the seekers who are constantly pressing forward to take advantage of them; but due care and discrimination are of necessity exercised in the choice of apprentices. Those among the applicants who are wanting in good judgment and in such natural gifts and capacities as are most essential to the success of a tuner, and whose uncouth behavior, rude manners or defective morals render them unfit for the profession, are firmly refused admission to it. This exclusion, although it is obviously demanded by the vital interests of the great mass of sightless workmen, is not made hastily nor without a feeling of sincere regret. Indeed, it is with profound sorrow that we are compelled to resort to it; yet, be the grief caused by it what it may, we have no option in the matter. Our duty to protect at any reasonable cost the good name of our tuners and to strengthen the confidence of the public in their character and abilities is imperative, and we must not hesitate to discharge it regardless of all personal considerations. No matter how hard the operation may be, the faithful surgeon does not shrink from amputating a diseased part of the body in order to save the whole from injury and mortification.

Mr. Joel West Smith, whose connection with the tuning department dates back to its organization and who has labored most assiduously and perseveringly

to bring it up to its present condition, still retains his place as general supervisor, but has felt obliged to abandon teaching in order to be able to give a part of his time to the business of the *Mentor*. This periodical is published entirely in the interests of the blind in general and not in those of any association in particular and has no regular source of income for its support. Its continuance required a further sacrifice on the part of its editors, and Miss Martha W. Sawyer has made this willingly. She has resigned her place as clerk of the institution for the sole purpose of devoting herself entirely to the success of the enterprise. It is hardly necessary for me to observe, that her retirement from the service of the school has deprived us of the help of a valued assistant of long and varied experience, unremitting industry, marked ability and exemplary unselfishness. Mr. George E. Hart the tuner has been promoted to the place lately held by Mr. Smith as teacher, and Miss Ella F. Prout has been appointed to the position left vacant by Miss Sawyer's retirement.

DEPARTMENT OF MANUAL TRAINING.

All must work, with head or hand,
 For self or others, good or ill ;
 Life is ordained to bear, like land,
 Some fruit, be fallow as it will.

— LORD HOUGHTON.

With us manual training is not a new feature or a recent experiment. It was adopted long ago as an

integral part of our scheme of education and not as an appendix or adjunct to it. At the very organization of the institution, Dr. Howe, in arranging a course of study for his pupils, recognized fully the fact, that the combination of the teaching of purely literary subjects with proper instruction in handicraft would insure harmonious cultivation of all the faculties and aptitudes, which make up the complete man, and acted in accordance with this belief. Since that time mental discipline and manual training have been closely united and never put asunder.

Whether it is considered from a practical or from a pedagogic and psychological point of view, the exercise of the hand in a regular and systematic way is one of the most potent factors in our scheme of education. It is very essential to the normal use both of the body and the mind, and exerts a most beneficent influence upon the great mass of the blind physically, intellectually and morally. It develops activity and implies observation, comparison, calculation and reasoning in almost every methodical operation. It aims to attain the following ends:—

First, to exercise the senses and lay stress upon the faculties of attention and perception.

Second, to strengthen the will and to teach it how to overcome difficulties.

Third, to enable the pupils to acquire general manual dexterity.

Fourth, to foster in them spontaneity and originality and to call into active play the creative power of their minds.

Fifth, to instill in them the habit and love of work and to cultivate a higher appreciation of the value and dignity of intelligent labor.

Sixth, to make them earnest and persevering, and to convince them that order and correctness are essential elements of progress.

Seventh, to awaken in them the æsthetic feeling without allowing it to become perverted or exaggerated.

Eighth, to neutralize the baneful influences of intellectual studies and of the sedentary position maintained in the class-room upon the general organization of the body.

Work is an outlet of ideas, and it tends to establish harmony between knowledge and action. By using the hands continually the pupils enjoy that reflex activity between the brain and the sensorium, which is one of the fundamental conditions of correct thinking. Scientific investigation has proved that intellectual instruction affects the central part of the brain,—the finest organs of the mind,—while manual dexterity exercises the sense apparatus,—the peripheral nerves as tools of the senses in a fine and many-sided way.

With respect to the educational value of manual training, taken in connection with the usual studies, the experience of the past seems to establish completely the following facts:

First, it relieves school life of much of the tedium incident to purely mental effort. The alternation of

work with hand with work with the head makes them mutually restful and helpful.

Second, it gives to the pupils a clearer conception of the purposes of education and of what really constitutes it.

Third, it teaches habits of industry, accuracy, and physical activity.

Lastly, it dignifies and elevates labor and begets a feeling of confidence and independence based upon the conscious possession of useful practical knowledge.

Manual training in its present state of development is of recent origin. Indeed it is only during the last twenty-five years that it has been put on strictly scientific principles; but the recognition of its value as a vital factor in education is not new. Over two centuries and a half ago Comenius prescribed the exercise of a handicraft as part of the complete curriculum. The *Didactica Magna* contains specific directions concerning it. Locke and Rousseau, Kant and Fichte, Pestalozzi and Salzmann all emphasized the importance of manual training, though for different reasons. Locke agreed with the great Moravian educator and regarded it chiefly from the standpoint of its value in practical life. Rousseau and Fichte, however, saw that its influence on the growth of the pupil, mental as well as physical, was a thing to be desired. Froebel reduced theory to practice, and in the wonderful creation of his genius, the kindergarten, manual training, as well as all other rational and systematic education, has its foundation.

But the plan of the great apostle of childhood, remarkable as it was in principle, in practice did not cover the whole ground. An extension of its workings was needed in order that pupils of higher grades might be reached. This has been at last accomplished, and a new order of things has been established of late years. Hence according to the philosophy of education which is now prevalent, a carefully graded course of study should provide adequate training not only for the memory and the reason but for the judgment and the executive faculty.

Of the different kinds of handiwork which have been thus far tried in furtherance of this scheme, sloyd is unquestionably by far the most effectual and the most successful.

This system is not the result of pure theory, but rather the fruit of long and serious practical studies, to which skilful teachers have given many years of investigation together with a rare perseverance, which has at last been crowned with success.

Sloyd is eminently applicable to intermediate and grammar grades in general, and does a service to them equal in value to that rendered by Froebel in the kindergarten classes. In a school like ours it supplies an obvious need, and one which is deeply felt. The hand of the blind man requires careful and most accurate training not only in order to meet the greater demands made upon it in the changed conditions of our civilization, but also in order to enable its possessor to perceive readily qualities of things

presented to him, to peruse quickly the embossed page, and to acquire correct ideas from the objects with which he is brought in contact. Nothing can serve this purpose better than practice in sloyd.

This system has been carried on during the past year with unrelaxed energy and under the most favorable circumstances. Pleasant rooms, excellent equipment, good instruction, and the deep interest manifested by the pupils, all have contributed to render it productive of marked results for good.

That a thorough training in sloyd is helpful to our pupils in more ways than one by enabling them to overcome difficulties in other studies, is clearly shown by the following brief statement of facts, prepared by the principal teacher in the girls' department, Miss Gazella Bennett, than whom there is no keener observer nor more competent judge.

When Ella Rock entered school she was very stubborn in disposition, and during the first two years we accomplished little except in changing her attitude of habitual obstinacy into one of general willingness. In the twenty months next succeeding she made some progress in reading and in the study of numbers, but to teach her writing, either with pencil or in Braille, seemed almost impossible; for though her hands were well formed and strong and she was able to make each letter in the alphabet and to spell orally without any trouble, she could not group the letters with a pencil so as to form words. Circumstances made it necessary to discontinue this writing class last year at the beginning of the term, and Ella spent one hour each day at sloyd work during the entire year, but had no pencil writing.

At the opening of the present school session we received a let-

ter from her written with pencil, not well written, but perfectly legible, stating the time at which the train was due in Boston, naming the railroad by which she was to come, and the station at which we should find her, and asking to have some one meet her.

Jennie Foss and May Risser had an ordinary amount of coördination between brain and hand, but there was no firmness in the movements of their fingers, consequently the mind was unable to guide the pencil. Two months of sloyd work in wood remedied this particular defect in Jennie's writing; May is still under tuition.

Amadée Lord lacks mental control of her hand, but it is strong and accustomed to heavy work, such as milking, carrying wood and water and so on.

The principles of sloyd applied to a material having less resistance than wood will establish coördination and will develop delicacy of motion at the same time.

At the close of the school term, Miss Sölvi Greve, wishing to obtain a more remunerative position elsewhere, withdrew from the service of the institution. Miss Mary B. Knowlton of Westboro, one of the recent graduates of Mrs. Quincy A. Shaw's Sloyd normal school, has been appointed to fill the vacancy, and seems to be well adapted for the place.

Aside from its value as a means of mental training, sloyd is the A B C of industrial education and fits the pupil for practical life. It prepares the way for manual occupations and leads directly to the acquisition of special trades. To the teaching of the latter great attention has been paid as usual with most gratifying results.

CONCLUSION.

Good the beginning, good the end shall be.

— SOUTHEY.

In closing this report, I wish to express my heart-felt thanks to each and all of my coworkers for the fidelity and devotion, with which they have discharged their respective duties.

To you, gentlemen of the board of trustees, I owe an immense debt of gratitude for the many favors, which you have been so good as to bestow upon me, for the courteous consideration with which you have invariably received and treated my communications and suggestions, for your eagerness to uphold my hands and lighten my burdens, and for the great kindness which you have always manifested towards me. Yielding to your earnest desire and encouraged by your avowed readiness to sustain me in all my humble efforts and to give me such assistance as I may need, I have finally decided to put aside my own plans and personal feelings or preferences and remain in your service, keeping my hand firmly on the plough until our scheme of education is reorganized on a larger and more comprehensive scale, and a wide avenue leading directly from the institution to the principal colleges and universities of New England is constructed and put into use.

All which is respectfully submitted by

M. ANAGNOS.

LIST OF PUPILS.

Bannon, Alice M.
Barrows, Estella E.
Boyle, Matilda J.
Breckner, Virginia R.
Brodie, Mary.
Brown, Grace L.
Carr, Emma L.
Carter, Lizzie.
Caulfield, Elizabeth E.
Cole, Carrie W.
Delesdernier, Corinne.
DeLong, Mabel.
Dover, Isabella.
Duggan, Katie J.
Emory, Gertrude E.
Eylward, Josephine.
Flaherty, Margaret.
Fogarty, Margaret M.
Foss, Jennie.
Higgins, Mary L.
Hildreth, Grace.
Hilgenberg, Johanna.
Hoisington, Mary H.
Howard, Lily B.
Joslyn, Edna A.
Kent, Bessie Eva.
Keyes, Teresa J.

Knowlton, Etta F.
Lord, Amadée.
Meisel, Ruphina.
Minahan, Margaret.
Morgan, Clara.
Morse, Maria T.
Murphy, Maria J.
Murtha, Mary Ann.
Neff, Calla A.
Nickles, Harriet A.
Noble, Annie K.
Norris, Hattie E.
Ousley, Emma.
Perry, Ellen.
Ramsdell, Harriet M.
Reed, Nellie Edna.
Rich, Lottie B.
Ricker, Annie S.
Risser, Mary A.
Rock, Ellen L.
Roeske, Julia M. B.
Smith, Florence G.
Smith, Nellie J.
Snow, Grace Ella.
Thomas, Edith M.
Tierney, Mary E.
Tisdale, Mattie G.

Tomlinson, Sarah E.
 Ulmer, Effie M.
 Walcott, Etta A.
 Warrenner, Louisa.
 Welfoot, Florence E.
 West, Rose A.
 Wilbur, Carrie M.
 Wilson, Eva C.
 Baker, Frank G.
 Backman, J. Victor.
 Beckman, J. Arthur.
 Black, Charles.
 Bond, Samuel C.
 Bond, William H.
 Brinn, Frederick C.
 Burnham, John N.
 Carney, Frederick.
 Clark, Frank A.
 Clark, J. Everett.
 Clennan, William T.
 Coffey, James.
 Cook, Royal R.
 Corliss, Albert F.
 Davis, James S.
 Dayton, Reuben G.
 Devlin, Neil J.
 Dutra, Joseph J.
 Forrester, Charles.
 Geisler, John H.
 Girard, R. George.
 Gosselin, Wilfred.
 Harmon, Everett M.
 Heath, William Edward.
 Henley, John.
 Hill, Henry.

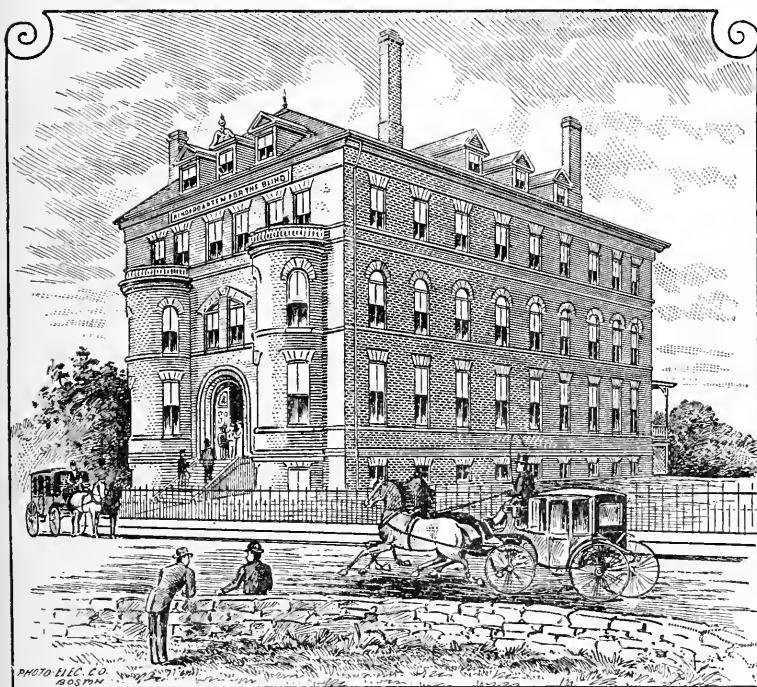
Hogan, George H.
 Ingalls, Jesse A.
 Irving, Frederick.
 Jackson, Clarence A.
 Jennings, Harry A.
 Kenyon, Harry C.
 Kerner, Isaac.
 Leutz, Theodore C.
 Lynch, William.
 Madsen, John.
 Mannix, Lawrence P.
 McCarthy, Daniel.
 McCarthy, William.
 McDevitt, Cornelius.
 Meagher, William H.
 Messer, William.
 Miles, Henry R. W.
 Miller, Reuel E.
 Mozealous, Harry E.
 Muldoon, Fred. J.
 Newton, Wesley E.
 Nichols, Orville.
 O'Brien, Francis J. L.
 O'Connell, John P.
 O'Donnell, Isidore A.
 O'Niel, Patrick.
 Pickering, Jesse E.
 Putnam, Herbert A.
 Rasmussen, Peter A.
 Reynolds, Henry L.
 Robair, Charles.
 Rochford, Thomas.
 Sabins, Weston G.
 Schuerer, Eddie.
 Sherman, Frank C.

Smalley, Frank H.
Smith, Eugene S.
Sticher, Charles F.
Strout, Herbert A.
Sullivan, Michael.
Tracey, Merle Elliott.
Trask, Willis E.
Tucker, Henry R.

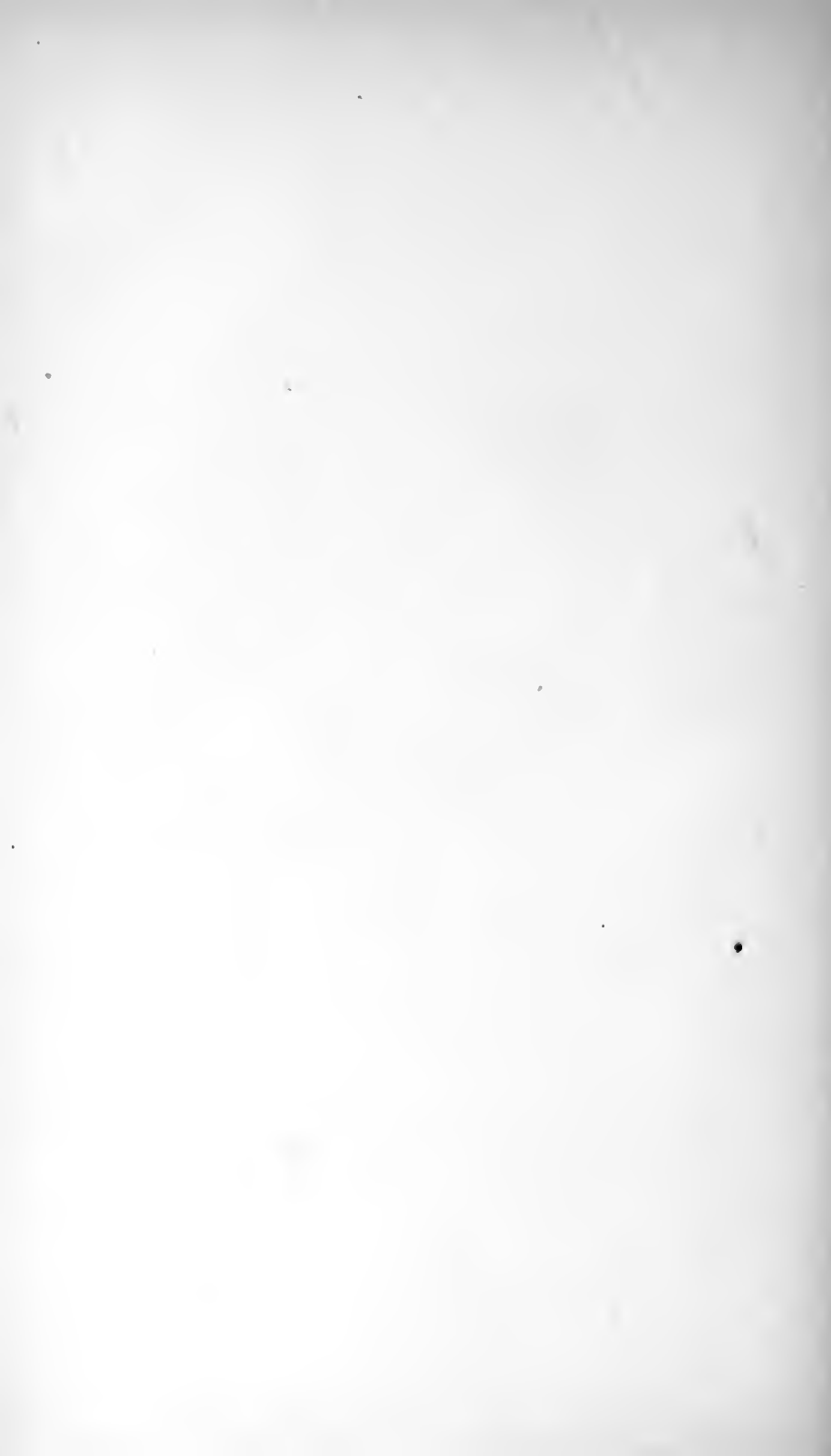
Tumblety, Michael.
Walsh, Joseph.
Weaver, Frank V.
Welch, Harry W.
Wenz, Albert J.
White, Richard.
Wilkins, James A.
Wrinn, Owen E.

SEVENTH ANNUAL REPORT
OF THE
KINDERGARTEN FOR THE BLIND

SEPTEMBER 30, 1893.



BOSTON
PRESS OF GEO. H. ELLIS
1894







Kommt, lasst uns den Kindern leben.

FRIEDRICH FROEBEL.

OFFICERS OF THE CORPORATION

1893-94.

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GEORGE S. HALE, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

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OFFICERS OF THE KINDERGARTEN.

DIRECTOR.

M. ANAGNOS.

ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

Boys' Department.

MISS ISABEL GREELEY, *Principal Matron.*
MISS NETTIE B. VOSE, *Assistant.*
MRS. SARAH J. DAVIDSON, *Kindergartner.*
MISS L. HENRIETTA STRATTON, "
MISS CORNELIA C. ROESKE, *Music Teacher.*
MISS LAURA A. BROWN, *Teacher.*

MISS ANNA MOLANDER, *Teacher of Manual Training.*

Girls' Department.

MRS. J. M. HILL, *Matron.*
MISS CORNELIA M. LORING, *Assistant.*
MISS FANNY L. JOHNSON, *Kindergartner.*
MISS ELEANOR MCGEE, "
MISS ELFIE M. FAIRBANKS, *Music Teacher.*
MISS EFFIE J. THAYER, *Teacher.*

ESTABLISHMENT OF THE KINDERGARTEN.

On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act was passed by the legislature, March 15, 1887:—

Commonwealth of Massachusetts.

In the year one thousand eight hundred and eighty-seven.

AN ACT

TO AUTHORIZE THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND TO HOLD ADDITIONAL ESTATE FOR THE PURPOSE OF A KINDERGARTEN FOR THE BLIND.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows:—

SECTION 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of KINDERGARTEN FOR THE BLIND, and to hold for this purpose real and personal estate.

SECT. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

SECT. 3. This act shall take effect upon its passage.

Passed to be enacted. HOUSE OF REPRESENTATIVES, March 14, 1887.

CHAS. J. NOYES, *Speaker*.

Passed to be enacted. IN SENATE, March 15, 1887.

HALSEY J. BOARDMAN, *President*.

MARCH 15, 1887.

Approved.

OLIVER AMES.

SECRETARY'S DEPARTMENT, Boston, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,

Secretary of the Commonwealth.

KINDERGARTEN FOR THE BLIND.

REPORT OF THE TRUSTEES.

To the Members of the Corporation.

LADIES AND GENTLEMEN:— We have the honor to present the seventh annual report of the Kindergarten for the Blind, covering the year ending Sept. 30, 1893.

The year has been prosperous, growth having been made in every direction. If we cannot announce that our wishes have reached their final fulfilment, we can at least report substantial progress. The health of the school has been good, there having been but one case of severe illness.

OPENING OF THE NEW BUILDING.

The event of the year has been the completion of a second building, and the erection of a hall and gymnasium which will constitute the central portion of the administration building. The new structure relieves the crowded condition from which the household had for some time suffered, and allows us to receive many other applicants, some of whom had

long been waiting. The additional accommodations made it possible to divide the school, and the original building is now occupied by the boys, while the new house is the home of the girls. The building was completed in January, and was opened on the 27th of that month for the reception of the children. Dedicatory exercises were held in the new hall, on Froebel's birthday, April 21. A full account of this occasion will be given in the report of the director.

RAPID GROWTH OF THE KINDERGARTEN.

Nearly six years and a half have elapsed since the infant school was opened. It had one building and began with ten children; but through the liberality of its friends and benefactors it has been steadily growing and extending the sphere of its usefulness. It occupies now two complete buildings, and a part of a third which is unfinished, and the number of children who are at present enjoying its advantages amounts to sixty-four.

This shows a most gratifying state of things. Few enterprises in behalf of afflicted humanity have been attended with such certain and palpable success. Fewer still have stronger claims upon the bounty of the public; and, while it affords satisfaction to find that the infant school has reached a great measure of beneficence, we deem it our duty to ask for further help. We must provide for the children, who have lately come to us, as good a home, as tender care, as

wise and gentle teaching, and we must surround them with as helpful influences as those which were procured for the first group of ten,—influences which have conquered the reluctance of parents to trust their helpless little ones to our charge and inspired them with confidence in the value of the kindergarten. To meet this expense we need a similar endowment fund of \$100,000. A part of this amount has already been contributed by warm-hearted friends. The sum of \$70,000 more will give an annual income, which will enable us to care for and educate the newcomers, and make the blessed work permanent for their successors. The greatness of the need constrains us to ask for this sum, and we believe that love for little children will second our appeal with a power that will bring a generous response.

The debt of \$18,500 which still remains upon the new buildings is a heavy burden upon us, and we trust that the public will sustain our efforts by assisting in its payment.

THE VALUE AND NEEDS OF THE KINDERGARTEN.

The time for pleading the cause of the kindergarten has gone by, never to return. Everywhere it prevails or is about to prevail. The truth of its underlying principle that children, especially those of tender age, are to be treated as children and not as miniature men and women, is undeniable. Long years and centuries wasted in educating children as

if they were grown people cannot be weighed in the balance against the more modern idea of educating them simply as children, and of this idea the kindergarten is the chief embodiment. Whatever it suffers from exaggerations or deficiencies of treatment, however objectionable some of its aspects may be, its essential nature remains unquestionable.

Capable of the most admirable service to all young children it is especially serviceable to the blind. To them it ministers in every manner of helpfulness. It trains their hands and their limbs, it aids them not only to work but to play, and not merely in the school-room but in the dining-room, the chamber, and out of the house in their games and their walks. It trains all their senses, save the one of which they are deprived, quickening those which supply the want of sight and bringing the blind nearer and nearer to an equality with the seeing. It cultivates their intellectual and moral natures, and sometimes with such success that the sightless child is positively in advance of the child with sight, whether we regard his intelligence or his sense of duty. First and last its object is to do all that training can do to lighten the burden of the blind, to reduce their drawbacks to a minimum, and to prepare them for the higher education which awaits them in growing years.

It is easy to speak of all this, but not so easy to do it. Teachers of a high grade, school-houses of a superior plan and equipment are needed, or the children suffer. More teachers are required. The

quota of seeing pupils which an instructor can handle is much larger than that of those who cannot see, and smaller classes must be formed if any adequate results are to be expected. It is particularly important that the training of sightless little children should be personal, adapted to each child,—each spirit, mind and body,—and the teachers who can give this training are the minority of their profession. But we must seek them and find them for our kindergarten or it is doomed to failure.

These things are self-evident, and require no argument from us. We speak of them, not because they are unknown to most of those whom we address, but simply because they oblige us to renew the appeal, made over and over again for our kindergarten. We must have brains, we must have hearts to carry it on; we must have all the material provisions on which its existence depends; and in order that these absolute necessities may be supplied, we must have money. Boston can never consent, Massachusetts can never consent, that one of the blind children in the city or the state seeking what we have to give should be turned from our doors because our treasury is empty. Therefore in their name, the name of our city, the name of our state, and in the greater name of our humanity, we once more ask the benevolent men, women and children to whom this report may come for the aid on which our work depends, for the sympathy which will make it strong, and the pecuniary contribution

which will make it secure. Its early friends and supporters are already passing away. Many of them were old or growing old when it began, and their long continuance could not have been hoped for. But now that they have left it to those coming after them, new friends, new supporters are to be found, that the work may go on, and they are to be sought in increasing numbers, and in an ever widening circle of sympathy, that the work may grow as it progresses and minister to the ever increasing numbers of those who require its ministry.

It needs eighteen thousand and five hundred dollars at once. It will need ten thousand more in the coming year. Shall it ask in vain for a sum not small in itself, but small in comparison with the immense good which it can accomplish for our pupils, and for those who are constantly seeking admittance? Their number has greatly increased since the opening of the school, and we are to care for them, and be grateful that we can care for them. But the means are not yet sufficient. Our annual expenses are to be met, our endowment fund must be completed, before the enterprise in all its fair proportions can be established on a firm basis. If any one doubts its value, or its claim upon the community which it serves, we pray him to spend an hour in the kindergarten, to see its kindly ministries in operation, to witness the peace and comfort and joy of its children, the devotion of their teachers, and he will be glad

with us for the opportunity of helping a work so full of mercy and of hope.

Nor is he far astray who deems
 That every hope which rises and grows broad
 In the world's heart, by ordered impulse streams
 From the great heart of God.

THE KINDERGARTEN AT THE ANNUAL FESTIVAL.

The kindergarten exercises were placed among the first numbers on the commencement programme, that the children might sooner be relieved from needless restraint. Four small boys and as many girls were led to a table near the front of the stage and their hands were soon busy with clay, fashioning the blossoms and garden implements, which were to be used in their play announced as "Our Flower Garden." While the class was at work, Hon. Harvey N. Shepard was introduced as a friend of the kindergarten, and made the following eloquent appeal in behalf of the enterprise.

PLEA OF HON. HARVEY N. SHEPARD.

The rapid play of the deft fingers of these sweet little children appeals to you and me with so much pathos and strength that, were it not for the promise I have given, and the hope my few words may even a little help this blessed cause, I should ask to be permitted to remain silent. It is a noble work which has been done in our midst by Dr. Howe, his not unequal successor, Mr. Anagnos, Dr. Eliot, and these trustees, officers and teachers; and, while they will garner no large reward in this life, on that great

day of the gathering of all mankind in the presence of our Heavenly Father, we have the promise they shall hear the Savior say : "Inasmuch as ye have done it unto one of the least of these ye have done it unto me." We rejoice that Mr. Anagnos brought back from Europe three years ago renewed health, and continues to find his heart grow young in his loving care for his big and increasing family.

You know this institution and its buildings in South Boston and Jamaica Plain ; and you have come with eager sympathy each year to these commencement exercises. You listen with rapt ears to the music and speaking, and you watch with earnest gaze the gymnastics and drill and modelling ; but think how wonderful it all is ! Find me, if you can, in the limits even of this famed commonwealth, another school, where the pupils all see and hear and speak, which does so much and so well. The methods followed here have been a most efficient cause in the improvement of our public education and in the replacing of the old routine with sensible training ; and for this the whole community owes a never ending debt of gratitude to these devoted teachers. But these pupils do not see, and some of them do not speak nor hear, and nevertheless to this marvellous perfection they have come. When we reflect upon the physical, mental, and moral weaknesses, seemingly inherent in the blind ; their lack of vital force, their diffidence, their aversion to motion and application ; and then turn to these quick, healthy, and buoyant boys and girls and children, words fail to express our admiration. Here we have vigorous and alert minds dwelling in sound and strong bodies ; and the harmonious growth of all the faculties has been such that these graduates will miss few of the opportunities of life. There is one noticeable feature in the exercises of this institution, and that is the ever present influence of music. It is not strange it is so when we remember the blood of what race courses in the veins of Mr. Anagnos ; and as we recall that the Greeks were the best models of physical beauty the world has seen, and that theirs also are the choicest productions of literary and artistic work, we can-

not doubt the great part music has had and may have again in the wholesome and happy development of the whole man.

But I wander from the theme assigned me. It is not the institution in its larger sense ; only a department of it, the kindergarten. It is an essential department, for there are capacities of early childhood, which must be trained then and there if ever afterward they are to do excellent work. Look upon these dear, sightless little children ; think that, were it not for this school, they might now, though of our own kith and kin, nevertheless be aliens, cut off from all intercourse, wrapt in solitude and darkness, ignorant of God and his world, and of its creatures, living yet dead ; see this boy and girl, Tommy Stringer and Willie Robin, who not only are blind but also deaf and dumb ; reflect for a moment on the miracles which have been wrought in the unsealing of the closed senses ; and our hearts swell with pride and thanksgiving that we are privileged to look upon as fellow-townsmen those who have done these great things.

Six years ago the general court authorized the maintenance of a kindergarten for the blind. A beautiful site was chosen, and a building erected which was soon filled to overflowing, so that another was begun and dedicated this winter. Upon it, alas ! is a debt of twenty thousand dollars. Nor is this all. In place of thirty-six children there are fifty-four, and, of course, twice as many teachers and officers to care for and train them. The running expenses, then, are twice as large as formerly, and, unless the receipts grow also, there must be a yearly deficit. The best way will be to increase the endowment fund, and so provide a permanent and known income. Seventy thousand dollars will do it. Can it be in this city there is any doubt, even for one moment, that these sums, twenty thousand dollars to clear the buildings of debt, and seventy thousand dollars for the endowment fund, or ninety thousand dollars in all, will not be subscribed, pledged and paid over forthwith ? I am sure the presiding officer of these exercises feels no such doubt. He is too familiar with the charities of Boston not to know how quickly and generously its great heart

responds to each and every call for aid. I am sure Mr. Anagnos feels no such doubt, though no one recognizes more clearly than he the seriousness of the situation, and the urgent need of this money if the efficiency of the kindergarten is to be continued, if its holy mission is to continue, and if other sightless little children are to be saved, as these have been, from the woes of misery and neglect. It cannot be that the cry of these stricken lambs of the human fold shall not be heard and answered.

On their behalf I appeal to you and to your relatives and friends, to the good people of our dear city, and to all, wherever they may be, rich or poor, old or young, who love our common humanity, not to let this blessed work fail, or halt even, for lack of money. Each one of us can do a part, can give something,—for the endowment fund, for current expenses, or for the new building; and to those who are favored with wealth there is a glorious opportunity to build for themselves a memorial more enduring than the pyramids of the Nile, more magnificent than the hanging gardens of Babylon, and more beautiful than the temples of Greece and Rome and the cathedrals of modern Europe.

I have sometimes thought what a privilege it must have been to hear Homer recite his matchless poems, or Demosthenes rouse the Athenians against Philip of Macedonia, or Virgil sing of the founders of Rome, or Milton of the war in heaven and Paradise lost and regained. I should like to have seen the three hundred Spartans who held the narrow pass of Thermopylæ against the myriad hosts of Xerxes, or the Roman legions as they marched out of the seven-hilled city to the conquest of the world, or to have heard the scream of their eagle as he made his flight unvexed from the pillars of Hercules to the sands of Arabia, and from the rushing water of the blue Danube to the tall palms of Sahara. I should like to have been with Galileo when he turned his telescope to the skies and discovered the paths of the planets, or with Columbus when his anxious eyes were first gladdened by the sight of land and he had found a new continent, or with Washington as he received the sword of Cornwallis and knew the liberty and inde-

pendence of his country had been gained. No one of these things, though, nay! not even all together, equal in beauty and real worth the exercises of these little blind children before us, and may God grant that day shall never come when men, women or money shall fail to continue this holy work.

At the conclusion of this address the children were ready with their models, each of which was suitably described by them, and the intervals between the descriptions were filled with appropriate songs by the class. Both Willie Elizabeth Robin and Tommy Stringer took part in this exercise. Willie, who has neither sight nor hearing, informed of her turn only by a slight touch, held her flowers so that all could see them and said, *viva voce*, "I have made beautiful little daisies and violets." Her tones were clear and many of her words were distinctly heard all over the house. Her unconsciously pleading attitude, as she stood with uplifted hands, added to the pathos of the scene.

Last in the row of eight was Tommy, who was eager to tell what he had made. His expressive face was aglow with delight as he said with his fingers, using the manual alphabet: "This is a trellis for a morning-glory to climb upon." After singing another song, all the children joined in a game representing flower beds, some of the group selecting one or another of their companions, saying as they presented the latter to the audience, "this is a lily," "this is a rose." The gaiety and interest with which they entered into the play were charming to see.

The kinder-orchestra is worthy of special mention as showing the excellent results of early training in music. The selection rendered was an original composition by Miss Cornelia C. Roeske, one of the music teachers in the school. The young musicians seemed to enjoy the little melody and played with spirit and skill. The performance was followed by an appreciative encore from the audience, and the whole exhibition was so well received as to inspire the hope that it may exert a strong influence in favor of this noble work.

All which is respectfully submitted by

EDWARD BROOKS,
 WILLIAM ENDICOTT, JR.,
 JOSEPH B. GLOVER,
 J. THEODORE HEARD,
 HENRY MARION HOWE,
 EDWARD N. PERKINS,
 WILLIAM L. RICHARDSON,
 LEVERETT SALTONSTALL,
 HENRY STONE,
 THOMAS F. TEMPLE,
 S. LOTHROP THORNDIKE,
 GEORGE W. WALES,

Trustees.

KINDERGARTEN FOR THE BLIND.

SEVENTH ANNUAL REPORT OF THE DIRECTOR.

Some sow the seed, then sit and wait
For suns to shine and rains to fall,
And mourn the harvest comes so late,
Or fear it will not come at all.

Some, singleminded, still work on,
Nor stop to ask or understand;
The rose bloom of success is won,
And harvests ripen at their hand.

— NEALL.

To the Board of Trustees.

GENTLEMEN:— In accordance with a duty which devolves upon me as the director of the kindergarten, I would respectfully submit the following report of its work, its general progress, its present condition and its increasing needs.

This infant institution has been very successful in all its undertakings and has enjoyed a high degree of prosperity. Its internal affairs have been carefully managed, and its appropriate objects have been pursued with diligence and with excellent results.

In all the educational means and methods, which we have employed for the cultivation and improve-

ment of the children, we have adhered closely to the fundamental truths of the rational philosophy laid down by Froebel, which is the underlying principle of all true development.

The household has been blessed with a remarkable degree of health. There has been only one case of severe illness, which, although it caused us great uneasiness for several weeks, terminated more favorably than we had feared it might.

It gives me special pleasure to be able to report, that, while the needs of the kindergarten are becoming daily more numerous, the number of its benefactors is correspondingly on the increase. Indeed, it is an omen of great encouragement that new names are constantly being added to the list of its faithful friends and generous helpers, while many children belonging to benevolent and well-to-do families take great delight in holding fairs, in giving entertainments and in working in various other ways for the benefit of the blind. In this connection, I am tempted to quote Lowell's significant words:

Oh! rich man's son! there is a toil,
That with all others level stands,
Large charity doth never soil,
But only whitens soft, white hands.

DEEDS AND NEEDS OF THE KINDERGARTEN.

Let its deeds be witness to its worth.

—SHAKESPEARE.

It is generally admitted, that the kindergarten fills a unique and most important place among the educational institutions of the country. Its influence for good has been marked from the first. The many blessings which flow from its ministrations have increased with each school year, and the past term has been no exception in this respect.

Thus the infant institution has come to be a sheltering haven for many a tiny craft threatened with wreck in the tempest of affliction, a veritable refuge from the storms of wretchedness and suffering, and an abode of peace and contentment for all its inmates.

Scores of little sightless children have thus far been welcomed in this garden of human plants and have found within its bright and cheerful precincts a sunny nursery for the cultivation and growth of the physical and mental powers, a sanctuary for the heart, and all the inestimable advantages of an ideal home, in which kindness is the ruling principle and love "the fulfilling of the law." Here whatever aimed to strengthen them in every direction of their development has been sought, elaborated or planned with conscientious endeavor. Here they have been taught habits which will lead them to see truth in a clearer light, seek goodness with a purer devotion, adore beauty with a deeper appreciation, and enjoy

happiness in an ever more grateful spirit. Here no efforts have been spared to quicken their creative faculties, to foster in them originality and independence of thought, and to give form and scope to their inborn abilities. Here life has been unfolded on all sides in accordance with universal laws, and the emotions, the will, the reason, the imagination and the affections have been trained in harmony with observation, discrimination and utilization of all the powers of body and mind to the fullest extent. In brief, here wretchedness has given place to happiness, sluggishness has been supplanted by energy, helplessness has been succeeded by self-reliance, and the seeds of Froebel's philosophic system of education, planted in faith and watered with the copious dews of watchful care, have germinated and blossomed into fruit of intelligence, self-activity, mental alertness, manual dexterity and character.

With mellow gaze we now can see
The ripe fruit shaken from the tree.

Aside from what it has done to ameliorate the condition of the little sightless children of New England and to brighten their prospects of success, the kindergarten has given a great impetus to the education of the blind in general all over the country, and has paved the way for its expansion and improvement and for the realization of higher achievements and richer results than have heretofore been obtained. It has swept away the cobwebs of gloomy formality and me-

chanical drudgery from many a schoolroom and has infused vital force and vigor into the whole system of instruction and training. Above all other things, it has demonstrated the value of Froebel's rational methods of physical, mental, moral and spiritual development as applied to children bereft of the visual sense, and has inaugurated a new era of reform and progress.

As spread the circles on the lake,
 From pebble dropped by infant's hand,
 And, reaching to the farthest shores,
 The rippling waves their curves expand :
 So may the waves of holy light,
 Which from this centre spread afar,
 * To souls as yet in darkness show,
 Of knowledge fair, the morning star!

The little school is unquestionably one of the most beneficial institutions in Boston, and the deep interest shown by all classes of people in its work and in its growth and prosperity, is especially noteworthy.

So much for the achievements of the kindergarten. Now, let us see what are its principal needs, which will have to be supplied in order that the measure of its usefulness and beneficence may be filled.

These may be briefly stated as follows :

First. Until a regular income large enough to cover all its current expenses is secured, the number of the annual subscriptions to the kindergarten must be increased, so that the danger of encroaching upon permanent investments or of borrowing from them may be avoided.

Second. The amount of \$70,000 which is still lacking, should be raised to complete the endowment fund, and place the establishment on a firm financial basis.

Third. A balance of \$18,500 is required to pay off the whole of the debt incurred for the construction and finishing of the new buildings, and this sum should be raised without further delay and the infant institution relieved from its embarrassing burden.

Fourth. The finishing of the central or main building, a portion of which has already been erected, is not merely desirable, but absolutely necessary, and steps should at once be taken toward the accomplishment of this end.

These needs are not new to the readers of these reports nor to any of the friends of the kindergarten. They have been previously set forth and fully explained; nevertheless we deem it our duty to recur to them frequently lest they should remain unknown to those members of our community, who walk on the sunny side of the street in silver slippers, or should unintentionally be overlooked by some of the truly philanthropic and benevolent citizens of Boston, who are in full sympathy with the cause of the blind.

MORE ANNUAL SUBSCRIPTIONS NEEDED.

Go gladly, with true sympathy,
 Where affliction's pale victims pine,
 And bid life's sweetest smiles again
 Along their pathway shine.

—CHASE.

About the middle of January 1893 the new buildings of the kindergarten were practically finished and made ready for occupancy; and on the 27th of the same month a second household was formed equal in size and in all its needs and requirements to the first. There are now two families instead of one.

Thus, while our enlarged accommodations have enabled us to receive 64 children instead of 36 (the former number), they have also necessitated the employment of twice as many officers, teachers and domestics as were in the service of the infant institution a year ago.

Since the beginning of the present school term many little boys and girls have been brought to our door seeking for admission. We have taken in one after another, until every nook and corner in both buildings are filled. I am grieved to say, that, although our accommodations are thus crowded to overflowing, there are still five or six little ones, poor and in need, who stand without the fold. These children are just at the proper age to benefit by the education given at the kindergarten; but, alas! we cannot receive them. There is no room for them!

Moreover, the steady progress made by the little

scholars in their physical and mental development and in manual training renders it absolutely necessary for us to engage the services of special instructors fitted to carry on the work in its advanced stages.

Owing to this continual and rapid growth of the kindergarten and of its wants, the current expenses have been more than doubled, while the receipts from all sources have been steadily falling off on account of the great depression which has prevailed in business circles. In consequence of this state of things the cost of maintaining the school will be far in excess of the regular income. Unless our needs are soon supplied, we shall be confronted by a gloomy prospect of debt and discouragement, bringing serious menace to the work and activities of the infant institution.

But we cannot take a step backward. We are therefore constrained to appeal in the most urgent manner to all benevolent and generous members of our community for immediate relief. We cannot do otherwise, although it is our most ardent wish to trouble them as little as possible. The work rests upon their hearts and hands; and, until a permanent source of income is secured, we shall have to depend upon additional gifts and upon the increase of the members of the auxiliary society.

This organization was established under the auspices of the ladies' visiting committee, and has proved to be one of the most efficient agencies for promoting the welfare of the kindergarten. Mrs. John L. Gardner held the office of treasurer for several years and

attended to the details of its duties with indefatigable industry, which was productive of the most gratifying results. On her retirement she was succeeded by her niece, Miss Olga E. Gardner, who continues to serve with great zeal and uncommon diligence; while Mrs. Elizabeth C. Agassiz, of Cambridge, Mrs. Elizabeth S. Whitten, of Dorchester, and Mrs. M. V. Pierce, of Milton, are still in charge of the branches formed through their own exertions in their respective places of residence.

These and other kind friends and practical helpers continue to labor in the field of afflicted humanity with tireless enthusiasm and marked devotion, and it is chiefly due to their combined efforts that the number of the annual subscribers has been brought up to about 660.

All this is excellent and encouraging, but it is not enough. More is absolutely needed. In order that the work of the kindergarten may go on without interruption until the goal of its endeavors is attained, an increase in the number of regular contributors is indispensable. Indeed, there is no security from embarrassment and no assurance of progress without it. Hence we are compelled to ask for further assistance, for new subscribers. Our call is addressed to all liberal-minded and tender-hearted persons, but it is directed with special emphasis to you, fathers and mothers, whose sons and daughters are not only in full possession of their faculties, but roll in the abundance of comforts and are favored with the enjoy-

ment of every conceivable advantage and of a great variety of pleasures. The case of the little sightless children, for whom we bespeak your generosity, is entirely different from that of all others.

These hapless little human plants live and move and have their being under the sullen canopy of a ceaseless night. They are doomed to perpetual darkness. To them never returns,—

Day, or the sweet approach of eve or morn,
Or sight of vernal bloom, or summer's rose.

The outer world, with its countless images of beauty and sublimity, and with its marvellous sources of knowledge and inspiration is a blank to them. They are isolated by their infirmity, and, if left to themselves, degenerate in idleness. They languish under the grievous burden of their deprivation, which doth lie over them like an incubus, and they become dull by inaction. In some instances they are not only oppressed by poverty and deprived even of the necessary means of existence, but are constantly exposed to unhealthy and deleterious influences, which hinder their normal development and stunt their physical, intellectual and moral growth.

In view of these facts it is evident that a broad and rational education is to the little blind children not merely an accomplishment or a luxury, but the sum and substance of their salvation. It is the only sure means of emancipating them from the bondage of an appalling calamity. It is the Aladdin's lamp that will

illumine their pathway and lead them out of darkness into light, the lever that will raise them in the scale of humanity, the passport that will introduce them into the society of their fellowmen.

From the depths of their misery and wretchedness these puny and weakly little figures turn their pale and wan faces towards you, fortunate parents, whose offspring is hale and —

Greatly blest with every blooming grace.

They cry unto you, imploring you to lend them your aid to cross the river of their afflictions and to stand, strong and perfect, on the further banks. Are you going to fortify yourselves conveniently behind the wall of "hard times" and turn a deaf ear to their entreaties? They beg of you in the name of mercy to roll away for them the ponderous stone that shuts the entrance of the sepulchre, in which their humble talents are entombed, so that these may be vivified by coming in contact with air and sun. Will you give a cold denial to their request? They ask you for nothing less than what is to them the veritable bread of life. Will you have the hardihood to send them a stone in reply?

For their sake, as well as for your own and for that of your children, I hope and trust that your response to this urgent appeal in behalf of the kindergarten will be most favorable.

Why should I think that it could be otherwise?

Judging by what has been done in the past, have

I not ample reason to believe, that Boston and the neighboring towns — nay, that Massachusetts herself — will refuse to allow the cause of the little sightless children to decline or to suffer for want of adequate support?

INCOMPLETENESS OF THE ENDOWMENT FUND.

The sum of \$70,000 is still lacking.

Keep onward, right on, till the prize is attained !
 Front the future with courage, and obstacles fall.
 By those, and those only, the victory's gained
 Who keep faith in themselves and in God over all.
 — REXFORD.

The completion of the endowment fund is of the utmost importance to the kindergarten. It is this alone that can ensure the permanency and prosperity, the growth and development of the infant institution. Without an unfailing source of income, its very existence is precarious. Instead of thriving and expanding, sending forth new shoots and buds, it will dwindle and become dwarfed — perhaps wither and decay.

The importance of the endowment fund as a prime factor and most essential element in the ultimate success and financial security of the kindergarten has been universally recognized, and there has been no want of strenuous and constant efforts for its consummation. Unfortunately, however, there have been no substantial and definite gains made in this direction. The total amount of money received for this

purpose during the past twelve months was \$18,320.05. We are very thankful for this increase; but a balance of nearly \$70,000 still remains to be raised.

The story told by these simple figures is clear and impressive. They render it imperative for us, much to our sorrow, to call anew upon the friends and benefactors of the blind and ask them for the sum which is still lacking to complete the endowment. We beg of them to consider the matter in all its bearings and to strive to obtain an adequate fund, thereby placing the kindergarten in such a financial condition as would enable its managers to increase its usefulness, broaden its scope and expand its beneficence in the interest of scores of little sightless children, who might be thus reached and saved.

This appeal is addressed not only to those who have been ever ready to lend us a helping hand, but to all thoughtful and compassionate persons, whose humane instincts have not been hopelessly ravaged by the canker worm of selfishness and who deem nothing that relates to the welfare of mankind foreign to their feelings. We do beseech one and all of these to heed the plea and take prompt action for a favorable reply to it. Will they do so, or will they allow the question of the endowment to drift along among the shoals of uncertainty, or to freeze up in the marshes of cold indifference? In view of the magnitude of the existing necessity, will they not rise up as never before, individually and collectively, and place this enterprise on a secure and lasting foundation? Can it be, that

their sympathy and bounty will be withheld from an object that so vitally concerns the welfare and happiness of a large number of the less fortunate members of the human family?

It is true, that the demands of the kindergarten, owing to the astonishing rapidity of its growth and the marked development of its activities, have been steadily increasing. But among the numerous beneficent enterprises, which are constantly pressing their claims upon the community for support, is there one which is more exigent or more deserving than this? Is there another cause before the public that transcends in educational value, in social interest and in philanthropic importance the one which has no lesser object in view than the rescue of the little sightless children from the jaws of misery and providing for them the means of early training according to the best and most approved methods?

THE DEBT UPON THE NEW BUILDINGS.

These debts may well be called desperate ones.

— SHAKESPEARE.

It was stated in our last report, that the money raised for the construction and equipment of the two new buildings was not sufficient to cover the whole of the cost, and that a debt of \$21,500 had been incurred in consequence.

During the past year special gifts have been received from time to time for the removal of this

encumbrance, and the amount which remains unpaid is reduced to \$18,500.

It is hardly necessary to say, that this debt is a sort of nightmare to us. Although somewhat diminished, yet it is so large as to hang like a pall over the kindergarten, and to prey unsparingly upon its limited monetary resources. It swallows up nearly nine hundred dollars every year in the form of interest, and this amount has to be drawn from the annual income, which is far from being sufficient to meet the current expenses.

This burden is too onerous to be allowed to press relentlessly upon the work of the infant school for an indefinite period of time. The kindergarten cannot well endure such a heavy tax upon its finances. The discharge of the debt must not be postponed much longer. May we not hope, that effective measures will be at once taken for its speedy removal?

Who will help to free us from it?

Some time ago one of the most benevolent men of Boston, who is "the very soul of bounty," volunteered to contribute \$5,000 towards the payment of this debt, provided three others would do likewise, each giving an equal amount. So far nothing has been done to make this munificent gift available, and we fear, that it will come to nought unless the conditions attached thereto can be fulfilled without further delay.

Are there not among the many wealthy and benevolent men and women of this generous community

three, who, moved by the same public spirit which prompted the above-named offer, will join in the grand work of wiping out the debt and of relieving the kindergarten from the distress of a standing menace to its prosperity?

The maxim, "he gives twice who gives quickly," has a peculiar force and most appropriate application in this connection, and so have the following words of Shakespeare,—

Defer no time, delays have dangerous ends.

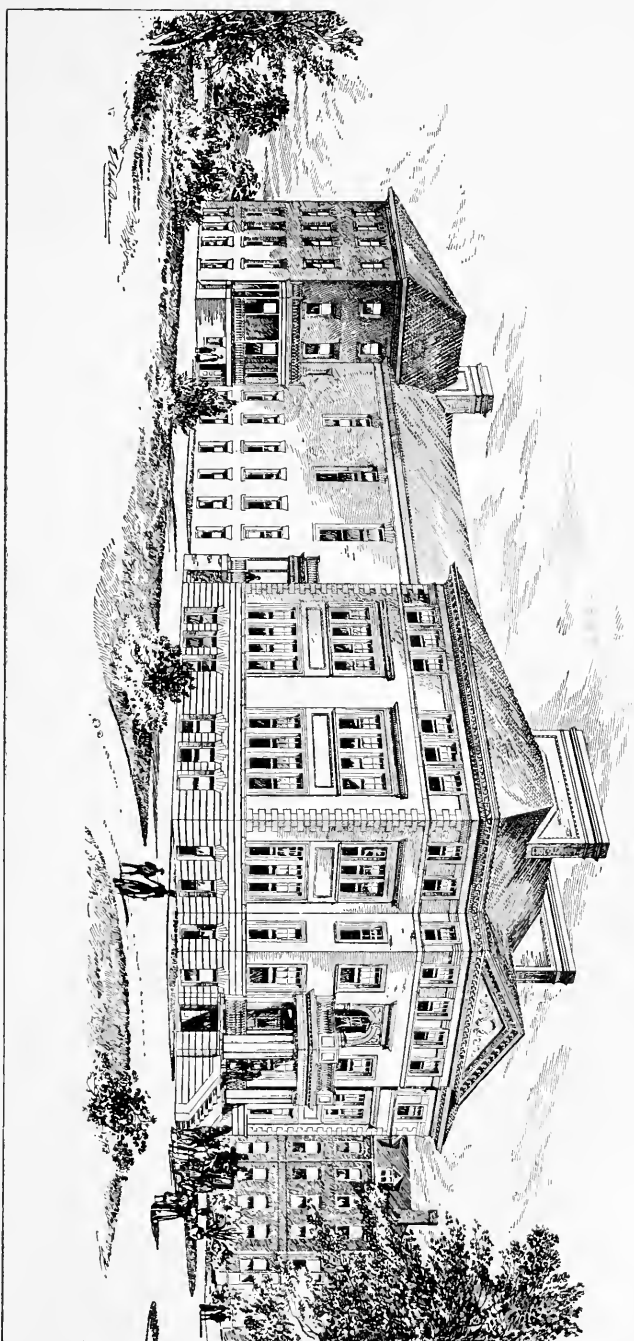
THE CENTRAL OR MAIN BUILDING.

If it were done when 'tis done, then 'twere well
It were done quickly.

— SHAKESPEARE.

The central or main building, of which only a very small part was erected last year, remains in an unfinished state. In the course of the past twelve months no steps have been taken toward its completion and no encouragement has been received. The matter rests *in statu quo*. Early in the season when the times were still prosperous it was fervently hoped that some one of those who are the special favorites of fortune might decide to spend a part of his abundance in building this grand temple to humanity; but thus far this expectation has met with disappointment.

This edifice is of paramount importance to the growth and well being of the kindergarten, as well



MAIN BUILDING OF THE KINDERGARTEN FOR THE BLIND. (Incomplete.)

as to the extension of the field of our operations far beyond their present limits. It is the first round in the ladder of real progress, the starting-point in the line of reform, the principal instrumentality in the reorganization and enlargement of our scheme of education. It is no hyperbole to affirm, that of all the buildings, with which the grounds of the infant institution are destined to be dotted in the fulness of its growth, this one is of transcendent importance. Indeed it is the very soul and central foundation of the whole group of these structures,—the nucleus around which all others will cluster in perfect order and harmony. Without it no efforts for bringing the kindergarten up to the highest possible standard of efficiency can be of avail, and no decided steps in the direction of further development can be taken.

It is obvious from these remarks, that there is much more involved in the completion of the main building than the mere addition of room and the increase of accommodations. In fact the solution of the great problem of the reconstruction of our work upon a broader and more comprehensive basis depends entirely upon it.

This edifice has been designed with the view of answering the purposes and meeting the requirements of the infant institution for many years to come. A general idea of its external appearance may be formed from the engraving printed on the preceding page, but an exact knowledge of its utility and of the details of its internal arrangements can be obtained

only from an examination of the plans. These have been prepared with great care and good taste by Mr. Walter R. Forbush, an architect of practical experience and superior skill. They are now ready for use, and are waiting for the advent of a munificent benefactor, who will undertake to pay the cost of carrying them out and will thus raise a magnificent monument to his own benevolence and generosity, which will be more enduring than granite and brass. Doubtless there are many wealthy men and women in our community, who are fully able to do this. May we hope, that the project will soon attract the attention and commend itself strongly to the heart and judgment of some one of these, so that through the touch of the magic wand of his or her liberality what now seems to be merely an idea or a vision may become a substantial and lasting reality?

Millions of dollars are annually given for the establishment and endowment of schools and colleges for the benefit of children and youth who can see. Is it presumptuous or unreasonable on our part to ask, that a fair proportion of these gifts shall be bestowed upon the cause of the education of the sightless?

MRS. WARREN B. POTTER FUND.

Honor to those whose words and deeds

Thus help us in our daily needs.

— LONGFELLOW.

Nearly two years ago Mrs. Warren B. Potter won through her munificence the right to occupy a very prominent place in the ranks of the benefactors of the little blind children. Since then she has given new substantial proof both of her generosity and of the profound interest which she continues to take in the cause of the blind by adding \$5,000 to her original gift. Thus the permanent fund bearing her name amounts now to \$25,000. Moreover she has contributed \$200 for current expenses.

The kindergarten has had in the course of its history no warmer friend, no more whole-souled and large-minded benefactor than Mrs. Potter. Her name stands next to that of Miss Helen C. Bradlee, the largest contributor to the infant institution. I need scarcely say, that the generosity of these ladies is most highly and heartily appreciated by every one of the managers and officers of the kindergarten, and most of all by the writer of this imperfect and most inadequate tribute to their liberality.

In this connection we acknowledge with a sense of deep gratitude the receipt of two testamentary bequests of \$7,700 and of \$5,000 respectively, the former from the estate of the late Mrs. Elizabeth W. Gay, of Boston, and the latter from the executrix of the will

of the late Mrs. Eliza B. Seymour, of Cambridge. These legacies, coming as they did in good time for our wants, have afforded us much needed help and have strengthened our hands. The memory of these kind and benevolent donors, who remembered the kindergarten so generously, will be cherished and revered for all time to come. May their thoughtful example be followed by others.

PRIMARY CLASSES AND INTRODUCTION OF SLOYD.

The monarch oak, the patriarch of trees,
Shoots rising up, and spreads by slow degrees.

— DRYDEN.

Since the occupation of the new buildings our course of training has been rearranged, and a very important feature has been added to it. A primary department has been organized, comprising two classes, one of boys and the other of girls. These divisions are branches of the main tree, and their work is carried on in accordance with the principles which underlie Froebel's admirable scheme of education. The little pupils are taught on kindergarten lines and by kindergarten methods. They are trained to learn by doing,—that is by using their sense of touch rather than that of hearing.

In addition to this we have taken another step in advance, which, considered in its true light, is of inestimable value. In connection with the simple course of elementary studies we have introduced a

carefully graded system of manual training, which is strictly scientific in its methods and purely educational in its effects. It is sloyd in knitting and needle-work, adapted to the needs of children under eleven years of age, and calculated to develop through the exercise of the tiny fingers the conscience and intellect.

Manual training in general, and in particular sloyd, which has been making such marked progress on both sides of the Atlantic of late, is undeniably the direct outcome of Froebel's views. It is the crystallization of his thoughts and the fruit of his teachings. It is the logical sequence of the methods and occupations prescribed by him in the kindergarten, the outgrowth of his principles, ripened by the experience of twenty-five years into their present universal form.

Froebel dwelt with special emphasis upon the necessity, that the child should be educated from the very beginning to self-activity and productive energy—to observe and invent,—and that measures should be taken to stimulate and develop his creative faculty, his power of observation and invention. He recommended as a means to this end his ingeniously devised system of occupations and gifts. In a description of a kind of institution, which he proposed to establish at Helba, near Meiningen, for the purpose of carrying out on an adequate scale some of his distinctive plans for general education, he said, that the training and instruction were to be based “on creative effort and on the union and interdependence

of doing and thinking, representing and perceiving, skill and science."

Few were the earnest disciples, who, converted to the ideas of Froebel, undertook to substantiate them and to put them into practice. Prominent among these was Uno Cygnaeus, the father of the primary school in Finland.

In 1858 this remarkable man was entrusted by the government of his native land with the mission of travelling through the various countries of Europe and studying the different pedagogical methods employed therein. No abler person than he, nor one more competent for such a task could be found even in Scandinavia. He was a great teacher, a keen observer, a rational thinker, a patient investigator, and a practical philosopher. His heart and mind were always in his work. His addresses on education were replete with sound advice and wise counsel and were listened to by his auditors with rapt attention. In speaking to young teachers, he never failed to exhort them in the most fervent manner to remember, that "the cause of the school was holy."

In the course of his travels in Germany and elsewhere Cygnaeus sought eagerly to obtain information from every available source. Among the books, which he had read bearing upon the subject of his mission, were the writings of Froebel, and a careful study of these convinced him of the necessity of introducing into primary instruction such kinds of handicraft as have for their aim the training of the

hand, the awakening of the æsthetic feeling, the development of the sense of form, and the imparting of general skill. Evidently he was one of the first to grasp the importance of sloyd as a factor in general education as opposed to industrial, and to urge the incorporation of manual training into the curriculum of the schools. His strenuous efforts in this direction were heartily supported by all educational reformers, and especially by the disciples of Froebel, and bore bountiful fruit in his own country. The law of 1866 made sloyd obligatory in all primary schools. The success of the movement in Finland stimulated Denmark, Sweden, Norway, Germany and Austria to like efforts. From Sweden, where it was greatly improved by Herr Otto Salomon, director of the normal sloyd seminarium at Nääs, the system has passed over to England. Indeed in a measure both Europe and America now recognize the importance of sloyd, the spread of the kindergarten ideas having prepared the way for it in more than one country.

It is obvious from this brief historical sketch, that sloyd [Sw. *slöjd*, skill, dexterity, especially mechanical skill, manufacture] did not originate in Sweden, notwithstanding such good authority as that of the Century Dictionary to the contrary. It is the gift of Finland to the world. The honor of its invention belongs to one of the most distinguished sons of that country. It was Uno Cygnaeus who before all others perceived the usefulness and recognized the immense value of sloyd as a factor in pedagogy. It was

through his researches and investigations that this new and most potent feature of modern education was discovered. It is founded upon the principles of the kindergarten and contains within its scope aids to the three-fold development of the child and to the integral cultivation of all his faculties and aptitudes.

On the other hand, great credit is due to Herr Otto Salomon for the two significant services, which he has rendered to the movement.

First, he has given to sloyd a scientific form, which has enhanced its worth and efficiency.

Second, by subjecting the different kinds of sloyd to educational tests, he ascertained that wood sloyd was calculated to produce the best results, and so has confined his attention to that alone discarding all other forms.

Considered from a theoretical point of view, this concentration appears to possess many valuable advantages. In one respect, however, it seems to have been carried too far. By excluding the use of all softer and more pliable materials than wood, it fails to provide a form of manual training for children under eleven years of age, most of whom cannot yet handle a plane well. This defect has been clearly shown by several competent judges, and especially by Miss Hulda Lundin, inspectress of the girls' sloyd in the public schools of Stockholm, and a woman of active mind, energetic spirit and varied experience in matters of pedagogy.

In Finland the field of sloyd is broader and more

extensively cultivated than elsewhere, and the materials used are not restricted to one or two kinds. On the contrary, wood and iron, cardboard and pine-strips, canvas and twine, cloth and worsted, all are employed according to the ages, sex and requirements of the pupils. There are in that country four normal institutes, supported by the government for the training of teachers, one in Ekenäs, a second in Nykarleby, a third in Jyväskylä, and a fourth in Sordavala. Besides these there is a private seminarium in Helsingfors under the charge of Miss Vera Hjelt, an enterprising and gifted woman. She has prepared among other things a series of working models for young children who are just completing the kindergarten course.

Last summer, while I was examining the various educational exhibits at the world's fair in Chicago, I came across a series of models made by the pupils in the public schools of Stockholm and illustrating Miss Hulda Lundin's system of teaching girls' sloyd. I was at once struck with the progressive character of the plan on which they were built, and upon studying them closely I became thoroughly convinced of their pedagogical value. Following the rule which is suggested by Victor Hugo in his saying,—

Je prends mon bien partout où je le trouve,

I decided to introduce into the kindergarten sloyd in knitting and sewing. No sooner had I reached this conclusion than I set to work to secure the services

of a trained teacher, and I am glad to state, that in employing Miss Anna Molander of Finland, I hit upon the right person. Like Miss Vera Hjelt, she is a graduate of the normal institute at Ekenäs and is peculiarly fitted both by nature and by education for the work of an instructor. She taught sloyd for twelve years in the public schools of Helsingfors and was a personal friend and great admirer of Cygnaeus, whose bright memory is lovingly cherished by every teacher in Finland.

The method of instruction pursued by Miss Molander is designed to exercise the hand, quicken the power of thought, strengthen the love of order, develop independence and inspire respect for carefully and intelligently executed work. It is only a short time since she entered upon her duties in the kindergarten; but the results thus far obtained are very satisfactory and bear convincing testimony both to her natural ability and to her excellent qualifications as a teacher.

FRUITS OF THE KINDERGARTEN.

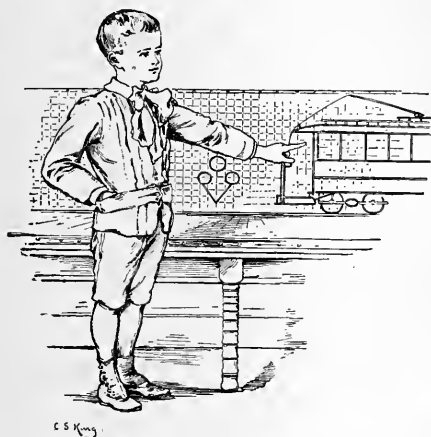
Roving the field, I chanced
A goodly tree far distant to behold,
Loaden with fruit of fairest colors.

— MILTON.

The young tree of rational education, which was planted in the spirit of love and cultivated with great care in accordance with Froebel's methods and principles, has already begun to be "flourishing in pro-

duction," and gives promise of a bountiful yield of fruit in the near future.

The love of books is the groundwork of good scholarship and one of the principal avenues which lead to the heights of knowledge. It is the master-key that opens the treasures of literature and history, of science and philosophy, of human experience and



ELECTRIC CAR MADE BY A LITTLE BOY.

wisdom. An adequate, and I may safely say, a high appreciation of the value of the printed page is instilled into the minds of the children, and the little fingers are trained to discover for themselves the mysteries of the ridgy lines, which reveal such wondrous stories and marvellous truths to reward their patient study.

In the primary department connected with the kindergarten two large classes in reading have been formed, and NOT ONE of the members of either divi-

sion has failed to learn to read with his fingers. On the contrary, all have become good readers, while nearly all the smaller children, Tommy Stringer included, have made most creditable progress in the same direction.

This significant fact, added to many other proofs of a similar character, is an emphatic and conclusive refutation of the oft-repeated assertion, that only thirty per cent or one-half of the pupils attending schools for the blind can learn to read raised print in line letters. In the light of our own experience and of that of other institutions in the country, this mischievous and misleading statement, which is widely and unscrupulously circulated, appears to be without foundation in fact, and worthy of the bigoted spirit and the reckless disregard of truth which gave it birth.

Another illustration of the first fruits of the kindergarten is afforded by the following *fac-simile* copies of two notes, written by two of the little girls without dictation or assistance of any kind and sent to me as a friendly greeting. It may be well to state, that these specimens do not differ in any essential point from the compositions of other pupils. Their young authors are not gifted with especial talents nor do they stand high above their classmates. They possess average abilities, and their training has been exactly the same as that of the rest of the children.

Jamaica Plain.
Dec. 21 '93.

Dear Mr. Andagnos.

I will write you a
Christmas letter.

I have made some pres-
ents for Mamma and
Wesley. I made Mamma
a pair of slippers and
Wesley a necktie hold-
er.

There are twelve girls
here now, the rest have
gone home for the va-
cation.

I am glad I can write
to you myself.

I wish you a very
Merry Christmas and
a Happy New Year.
Good bye with much
Love, I am
Dora Newton.

Martha Griffin, the writer of the following note, is the little colored girl, whose illness gave us considerable anxiety last year. It was the kind care and tender treatment which she received at the kindergarten that moved Mrs. Laura Ormiston Chant to say in one of her public addresses, that love "kept the dying child there," and that "comforts are being poured out to give sight to the blind."

Jamaica Plain.
Dec. 20th 1893.

My Dear Mr. Anagnos
I am going to
write you a Christmas
Letter. I made for
Christmas a coat for
Mrs Weston's baby.
I wish you a
Merry Christmas. and a
Happy New Year.
With much love
I am
Martha Griffin



WILLIE ELIZABETH ROBIN.

The clearness and beauty of the chirography, the correctness of style and the simplicity of expression, which characterize these letters, all bear ample testimony to the superiority and efficacy of the progressive and natural methods, which are employed in the instruction and training of the children at the kindergarten. Only upon the sound and solid foundation of intellectual and moral development, which is laid by the works of this infant institution, will it be possible for us to build such a comprehensive and complete system for the education of the blind of New England as we propose to establish in the immediate future.

WILLIE ELIZABETH ROBIN.

And thus she moves in tender light,
 The purest ray, where all is bright,
 Serene and sweet;
 And sheds a graceful influence round,
 That hallows e'en the very ground
 Beneath her feet.

— CHARLES SWAIN.

The education of this interesting child has been continued through the past year with most satisfactory results. The progress made by her in physical, intellectual and moral development surpasses the most sanguine expectations, which her rare qualities of body and mind have aroused.

Unquestionably Willie is a child of very fine development in every way. During the past twelve months she has grown taller and larger, and is full of life and

vigor. She is well proportioned in form and striking in appearance. Her graceful figure, her symmetrical features, her soft, fair skin, her rose-colored cheeks, and the sweetness and light that beam through her face render her a picture of unsurpassed comeliness and radiant beauty. Her manners are winning and her movements are full of grace and vivacity. She is indeed a child of more than common gifts.

Willie's mental growth has kept pace with her physical. She has successfully completed the usual kindergarten course and has been promoted to the primary department. She pursues her studies as diligently as any of the other tiny scholars. She is strongly attached to every one of her classmates and companions, and is much beloved by them.

She is a spirit still and bright
With something of an angel-light.

She has made long strides in the acquisition of language and has become so familiar with all the parts of speech, that she not only comprehends them thoroughly but uses them intelligently. Her vocabulary is extensive, and she converses with astonishing rapidity both by means of the manual alphabet and of articulate speech. The following *fac-simile* copy of one of her simple productions gives a fair illustration of her handwriting and composition.

The Botany Lesson

Alma and Eda two little girls are sitting by the window looking at the flowers.

Alma is a cripple like Charlie a boy in Texas. Eda is

Alma's sister and she likes to go to school and tells

Alma about flowers and Eda told

Alma that the stem of a leaf has another name, it is called the petiole.

The tiny leaves at
 the end of the petiole
 are called stipules
 Lida learned to call
 the parts of the flow-
 ers by their names.
 Corolla means crown.
 Calyx means cup. The
 botany is over
 Willie B. Roben

Like the rest of the children at the kindergarten Willie has been taught in accordance with the methods of Froebel, *i.e.* she has been led to acquire knowledge by doing and not by committing to memory the words of instructors or the contents of text-books. The effects of this training are particularly noticeable not only in the manual dexterity which she displays, but in the naturalness of her expressions, the acuteness of her observations, the clearness of her ideas, and the development of her creative and constructive powers. Moreover she reasons correctly and possesses great fertility of invention. In fact, so far as originality in its true sense is concerned, Willie has no equal among

the other blind and deaf who have come under my observation.

The study of the case of this remarkable little girl is as instructive and as deeply interesting as ever. Her presence at the kindergarten is a continual source of joy and gladness, and her work an inspiration to others.

Favorable circumstances made it possible for us again to put Willie during her vacation in charge of her dear friend and wise mentor, Miss Annie Emily Poulsson, who, in company with her sister, was to pass the summer months in Fayville, Mass., at the home of our friend and former coworker, Miss Cora A. Newton. This arrangement was one of the most fortunate events in the life of the sweet child. For the healthfulness and quiet of the place, the intellectual and refining influences of the home circle and its truthful tone, the constant watchfulness and judicious devotion of the Misses Poulsson, all combined with the unfailing kindness and loving care of Mrs. and Miss Newton, to aid the germination of the seeds of fine qualities in the little girl and to nip in the bud any tendencies toward vanity and frivolity that might have been accidentally fostered in her. These influences all tended to keep her simple and natural in her manners and thoughts, and to make her happy, sensible and healthy in body, mind and soul. When I had the pleasure of spending a part of a day last August with the child, I was very deeply impressed with the fact, that every one around her seemed to be

eager to do something for her comfort, contentment and improvement. Even Jack, the faithful dog of the family, gladly submitted to Willie's scrutiny, as if conscious of her infirmities, and willing to aid her in all that lay in his power. She had thus a practical opportunity of learning to distinguish the structure and characteristics of the different domestic animals, by which she did not fail to profit.

I am firmly convinced, in view of the natural and progressive development, as well as of the marked originality of this beautiful little girl, that the study of the details of her case is to scientists and philosophers in general and to psychologists and teachers in particular infinitely more instructive and of far greater value than that of any other blind and deaf child, with whom I am personally acquainted. Wishing therefore to have the story of her education written in full by a competent and strictly conscientious person, so that it might be accessible to those who were desirous of profiting by it, I asked Miss Laura E. Poulsson to prepare such an account, and also to supplement it by a brief statement of what little Tommy Stringer had accomplished during the past year. She kindly consented to undertake this task, and wove from the materials placed at her disposal an interesting and even fascinating narrative, which is at the same time absolutely correct. This gives a comprehensive view of Willie's life and growth and a series of vivid and life-like pictures of her work and

progress. The author of this unique sketch may well say with Horace:

Dicam insigne, recens, adhuc
Indictum ore alio.

Here is Miss Poulsson's account.

Three years ago, as Christmas tide drew near, a mother and child set out on a strange journey from the "Lone Star State" to distant Massachusetts. A great hope implanted within the mother's breast had led them thus "to gon on pilgrimage," for had she not heard that a wonder almost as great as the veritable making of the blind to see, the deaf to hear and the dumb to speak could be accomplished for her child—a "lone star" child indeed—who neither saw nor heard nor spoke.

Only three years ago! Yet who will say that a seeming miracle has not been wrought since the trustful mother left her child at the kindergarten for the blind, and, bravely solitary, took her long way back to Texas?

Willie Elizabeth Robin was born at Throckmorton, Texas, July 12, 1884. Her father was a Swede and her mother a native of Middle Tennessee. Both were possessed of sterling character and robust health, and Willie set out in life with the rich inheritance of a strong constitution and a happy spirit. As a baby she was considered unusually bright and active. Her senses were perfect, and she had already begun to talk, when, at the age of eighteen months, she was attacked by a severe illness, which left her without sight and hearing, and as a consequence, without speech.

With returning health Willie's natural activity asserted itself in spite of her deprivations; and as she grew older

she became not only self-helpful in many ways, but, when there were two younger sisters to be cared for, this tiny creature would help her mother to dress them, would wash their faces and hands after meals, and join in, if not lead, their happy frolics.

The arrival at the kindergarten was made Dec. 20, 1890, Willie being then nearly six and a half years old. Both travellers received a cordial welcome, and Mrs. Robin was invited to make a little visit at the kindergarten in order to get acquainted with her daughter's future home and enjoy some of the sights of Boston. During the ten days of this visit, Willie's special teacher, Miss Effie J. Thayer, was not idle. As companion, playmate and observer she learned much concerning her little charge, besides gathering from the mother all the information possible about Willie's previous life ; so that when Mrs. Robin departed and the time for regular lessons came, Willie's teacher felt that she had a good basis of acquaintance upon which to begin her teaching.

Meanwhile Willie had found much to interest her. There was the beautiful kindergarten building to explore, special rooms to locate, and extraordinary objects on every side demanding investigation from her busy fingers. Most delightful of all, there were little girls to be rapturously studied and played with, some of the pupils having remained at the kindergarten during the Christmas holidays. Braids and curls and bangs, aprons and guimpes, plump hands and poor little slender ones,— what an absorbing interest was attached to all these when a curly head meant Martha, a chubby, dimpled hand distinguished Emma, and no one wore exactly the same kind of a ruffled apron as Katie ! Surely, Willie was not at a loss for occupation while waiting for the kindergarten term to open.

First Year.

The words selected for Willie's first language lesson, Dec. 31, 1890, were fan, hat and ring. Her teacher had provided a variety of objects corresponding to these names, and began the lesson by giving Willie a small fan to examine and use, at the same time making the letters f-a-n in the child's hand.

Then she gave her another fan, again spelling the word. After showing her several fans of different styles and spelling the word each time, she continued the lesson in the same manner with hat. The drill on hat, fan and ring was varied in many ways. There were paper hats, clay hats, dolls' hats, —hats of every kind; hats in class and hats out of class; and, in obtrusive connection with each, that curious finger formula was presented! If Willie dressed to go out for a walk, coat and gloves and overshoes were comfortably at hand; but the freakish hat refused to appear unless summoned by finger magic. Even Laura, the kindergarten doll of that era, lost *her* hat one day in some mysterious manner, necessitating an attempt at spelling on Willie's part in order that it might be found. Those must have been strange days to dear little Willie!

As a "test" review of the three words which had been studied, Miss Thayer prepared a grab bag containing a number of hats, fans and rings.

Willie dearly loves a frolic, and the educational sportiveness of a grab bag review appealed to her very effectually. She ferreted out the different objects from the bag as their names were spelled to her, and proved beyond a doubt that she knew the words thoroughly. This was at the end of the first week's work.

But language teaching was only a part of what Willie was

to receive at the kindergarten. Gymnastics, weaving, stringing beads, paper-folding and cutting and pasting, and clay modelling, etc., all had their place from the first, and in them Willie showed both understanding and aptitude.

Some of her first amusements were : pricking paper with a pin, sewing with paper and string, tearing paper into bits and stringing these bits upon a cord as if they were beads.



WILLIE RECEIVING INSTRUCTION.

Willie's first voluntary use of her hardly-earned vocabulary of three words was in connection with the kindergarten doll, Laura. One day, soon after the conquest of these words, Miss Thayer happened upon Willie,—pretty golden-haired midget!—sitting by a sunny window, with the doll lying across her lap, face down and hat off; while Willie, smilingly wrapped in her own musings, was spelling h-a-t with her newly trained pink fingers. From this time she was often observed talking to herself in the manual alphabet.

Willie's bed-making (and a tidy little bed-maker she is) had also a voluntary beginning soon after this. The other little girls made their beds, so Willie ambitiously determined to do likewise, and was found by her teacher one morning absorbed in the attempt. Self-help is taught early and conscientiously to the blind children; but six and a half was considered rather a premature bed-making age for Willie, even at the kindergarten, so her initiative was not at once followed up. However, about three months later, there is an entry in her teacher's diary, stating that "Willie makes her own bed now every morning."

The children at the kindergarten for the blind take great delight in bodily activity after they have been encouraged to overcome the timidity engendered by their condition and by the over-carefulness of friends; and the playground and gymnasium present lively sights when the children are taking their exercise. Willie plays among the rest; and if any one should come seeking her there, he might do so in Robert Bloomfield's words:

Where's the blind child so admirably fair
With guileless dimples, and with flaxen hair
That waves in every breeze?

And she could be pointed out:

With others matched in spirit and in size,
Health on their cheeks and rapture in their eyes.

Much of the same poem, "The Blind Child," is so descriptive of the playground scene at the Jamaica Plain kindergarten, and so beautiful in itself, that further quotation may be enjoyed.

That full expanse of voice, to childhood dear,
Soul of their sports, is duly cherished here,

And hark ! that laugh is his, that jovial cry ;
 He hears the ball and trundling hoop brush by,
 And runs the giddy course with all his might,
 A very child in everything but sight ;
 With circumscribed, but not abated powers —
 Play the great object of his infant hours !
 In many a game he takes a noisy part
 And shows the native gladness of his heart.

Sometimes

the childish fortitude awhile gives way,
 yet short the pain ;
 Soon he resumes his cheerfulness again.
 Pondering how best his moments to employ
 He sings his little songs of nameless joy ;
 Creeps on the warm turf for many an hour,
 And plucks by chance the white and yellow flower.
 Soothing their stems while resting on his knees
 He binds a nosegay which he never sees ;
 Along the homeward path then feels his way
 Lifting his brow against the shining day,
 And with a playful rapture in his eyes
 Presents a sighing parent with the prize.

In the diary kept by Willie's teacher, it is recorded during the first month that Willie had had a glorious time riding in a cart drawn by the other blind children ; that she had taken her turn in riding on the tricycle ; that she had joined in the class games, being particularly "fond of being a dove and flying away" ; and that when her turn came to climb the rope as a gymnastic exercise she knew quite well what to do, and would gladly have tried climbing to the top without help, if allowed to have her own way.

During the third month of instruction Willie progressed rapidly, taking the kindergarten course with her class, and increasing her vocabulary to more than 125 words. She

also began to form sentences. This rapid advancement continued throughout the kindergarten year, at the end of which Willie was taken to Miss Thayer's home in Williamsburg, Mass., where she spent the summer vacation very happily and made many friends.

By Sept. 30, 1891, Willie's vocabulary had increased to more than 400 words and she was able to understand almost any question or remark which was addressed to her. She had also had her first lesson in reading embossed print. A decided inclination to talk with the lips had by this time manifested itself, and this tendency had been so enthusiastically fostered by Miss Thayer that Willie could already articulate *mamma, man, mill, moo, arm and Tom*, and was practising on words containing more difficult sounds.

Second Year.

Coming back to the kindergarten in Sept. 1891, Willie showed much pleasure in meeting all connected with the institution, and remembered their names perfectly. The moment she left the street car she realized where she was. Bursting into a joyous peal of laughter, she ran eagerly toward the kindergarten with many an "oh! oh!" of ecstasy; and when admitted to the house she scampered, full of loving anticipation, up to the familiar room of Miss Greeley, the matron, for whom she has much affection. Her friendliness toward the girls was prettily manifested by her frequent inquiries as to when each would arrive, and so overflowing was her interest that it extended even to the returning valises and trunks.

So much had been accomplished during the previous year that a good groundwork had been laid for further progress, and Willie's advancement became surprisingly rapid. The

knowledge of language, which she had gained, enabled her to work, as the other children did, from verbal direction, except, of course, that Willie's directions were spelled into her hand, and at the end of the kindergarten year, September 30, 1892, she had completed the full kindergarten course, keeping regularly with the other children of her class; and had executed in a dainty and skilful manner all the requisite handiwork of the course. She had studied numbers up to 20, had acquired from 75 to 100 words in articulation, and could pronounce several sentences; had made a beginning in writing; and had taken part in the kindergarten games and gymnastics with perfect freedom and delight.

All this mental development and improvement in manual dexterity and general power of coördination had been accompanied by brilliant health and steady bodily growth. Willie's character had also ripened and sweetened; she was much more affectionate and more amenable in conduct. It was observed early in her kindergarten life that an appeal to her understanding was more effective than the use of force; thus, naturally, as avenues of communication opened, she became more responsive and tractable.

During the winter of this year Willie made a visit to New York with Miss Thayer. Some time afterward, when in a reminiscent mood, she was naming over several people whom she had not seen for a long time. Finally the names of two New York residents were mentioned, and then the whole enumeration was rounded off by the remark that "Hark and Quick lived in New York, too." A rather clever personification of New York noise and bustle for small Willie to have made! Willie's second summer was spent with Miss A. E. Poulsson, in order that Miss Thayer might have a rest from the constant care of her little pupil.

She endeared herself greatly to those with whom she came in contact, and passed a happy and profitable holiday.

Third Year.

The great event of Willie's third kindergarten year was her visit to Texas. For a long time previous she had been very busy making presents for her papa and mamma and two little sisters. In one of her articulation lessons she had been talking with Miss Thayer about these two little sisters, whom she was longing so much to see, when she was suddenly struck with the idea that when she went to Texas she would be assuming what, to her idea, was a very interesting rôle. *She* would be one of those delightful creatures, who every year appeared at the kindergarten and found within its walls so much happiness; — she would be “a new girl.” In Texas Bonnie and Mattie would be the old girls. “When I get to Texas there will be a new little girl. Three little girls.” “Yes,” said her teacher, “you *will* be a new little girl to them. When you left Texas you knew scarcely anything. If you wanted a drink of water, the only way you could ask for it was by crossing your arms and beating your hands upon your breast. If you wanted anything to eat, you could only tap your fingers upon your lips.” Willie's eyes brightened and her whole face shone. A great awakening had come to her, which she represented dramatically by saying with an expressive gesture: “In Texas, nothing; at the kindergarten, learn to talk.” Then, with a comical inadequacy of representation, and using the first which presented itself of her articulation drill-sentences, she put up her two little thumbs and exclaimed: “In Texas [meaning when I go to Texas] I will say ‘I have two thumbs!’” The exultant inflection, with which this hap-hazard declaration

was made, plainly showed the idea which was in her mind ; *i.e.*, to convey to the unconscious Texans a suggestion of the great things, which the kindergarten had achieved for her since they had seen her last.

One night, filled with the thought of departure, she said in a sympathetic manner : " Poor Mr. Anagnos will not see Willie next week ; she will be far off in Texas."

Miss Thayer and Willie set out on their southern trip Oct. 18, 1892. Willie is a good traveller and stood the long journey very well indeed. Some tedious delays occurred, one of four hours, another of seven. Willie thought it very tiresome to have the cars stand still so long, and wanted to know " how many tomorrows " before she would be in Texas. Occasionally she would make the contemplative asseveration " many miles."

On reaching Albany, Texas, no one was found awaiting them. Four days and nights of severe rain had made such havoc in the roads that Mr. Robin had not been able to meet them as had been intended. So Miss Thayer and Willie were obliged to take the best chance that offered ; and after spending the night at Albany they started out in a buggy, with the mail carrier, for Throckmorton, forty miles distant. The wheels soon became almost solid with mud, but, a brisk north wind springing up, the roads began to dry, and they were able to complete eighteen miles in tolerable comfort. At this point they found themselves waterbound, the river ahead of them being much swollen and still rising. As Miss Thayer was pondering on their forlorn situation and trying to invent expedients, five cowboys rode up, with the news that Mr. Robin was on the other side of the river. Soon after, Mr. Robin arrived. Miss Thayer had purposely kept from Willie any knowledge of his proximity, but her recognition of her father was immediate and sure, though

she had her gloves on in greeting him. One of the cowboys took Willie with him on his horse, another took Miss Thayer, and the whole party ventured the crossing of the ford. All went well and at last Throckmorton was reached and the much-thought-of mother and little sisters became a reality to Willie.

The house at Throckmorton was entirely unfamiliar to her, as the family had lived out on their ranch in what is called "the rock house" until after Willie's departure from home; but she soon became wonted to her new surroundings.

Mrs. Robin was ill during the first part of her little daughter's visit, and it was very sweet to see how naturally Willie took up the post of "our eldest," teaching the children to walk quietly about on tiptoe, saying: "Mamma is very sick."

Life was not all attendance upon a sick bed to Willie, however, even during her mother's illness. There was Bonnie, and Mattie, and the play cart; a wee rabbit which her father had brought home for her to see, reading and articulation with Miss Thayer, and all indoors and outdoors to be explored. A recreation which was highly agreeable to the three little girls was that of driving about the dooryard, Willie seated in the cart as driver with Bonnie and Mattie for ponies.

How must the mother's heart have swelled with thankfulness as she saw this lovely, winsome creature returned to her so full of gayety, helpfulness and resource. Her thankful utterance might have been —

Thou dear, dear child!

Thou happy innocent spirit! 'Tis

A rich o'erpayment of my woes

To see thee gather up such full enjoyment

Within the narrow limits of the good
Which thy hard fortune gives thee.

As soon as Mrs. Robin was sufficiently recovered, a jaunt was taken out to "the rock house," their old home, a small building comprising only two rooms. The party consisted of Mr. and Mrs. Robin, Miss Thayer, and Willie and Mattie; and the drive was about ten miles in length. After they arrived Willie was led to the house and then left to her own discoveries. As she appeared to feel timid her mother took her by the hand, and then Willie's investigation began. Stepping into the larger room and finding it destitute of furniture, Willie was surprised. Seeking a clue to such a strange state of affairs, she asked where "the lady" was, and the table, and the bed, and the cat. Her only idea thus far seems to have been that a fine chance for housekeeping was going to waste. Her next query was: "Where are the hens and the chickens?" The hen coop was visited and found empty. Going into the house again she felt of a shelf in the corner of the smaller room and immediately said, "water," showing that she remembered this shelf as the place where the water-pail had formerly stood. With this recollection came a flood of others. She went to the door and felt of the latch,—a curious one which was quite puzzling to unfasten; but Willie handled it with familiar ease and it worked like a charm. A bit of rag, which Willie herself had tied to the door long before, was there still; Willie untied it and put it in her pocket. Going out and walking to the cistern she said, "water; where is the pail?" After examining the outer wall of the house with Miss Thayer she stepped inside again and asked: "Where are the bureau and trunk?" Being told that they had gone to the new house, she continued, "a nice new house in Throckmorton and this is the old house." On Miss Thayer's asking "what

little girl used to live in this old rock house?" she responded: "Willie used to live in this old rock house; three little girls." [Bonnie and Mattie and herself.] "When did you live here?" "Before I went to Boston." "What did you do when you lived here? Where did you play? Show me."

"Where are the two horses?" questioned Willie, in reply, starting out for the barn and going in exactly the right direction. She laughed to herself as she entered and found her way about. She discovered the two horses eating hay; opened a small door leading into the room where the feed was kept, asked for the carriage and went to it; remembered a big wagon and asked for that also, saying "two." After investigating in a manner which showed indubitably that she had entirely recalled her old acquaintance with the barn, she returned to the house. Here she spoke of the stove, saying it had gone to Throckmorton. Then taking her mother's hand and motioning toward the place where their clothing used to hang, she said: "Dresses?" She even remembered a little hole in the door between the two rooms and sought it out.

After an outdoor luncheon Willie again took her mother's hand, and, drawing her away, said: "Want to go to the tree." Being taken to it she climbed up, and then appeared to be looking for something. Her mother thought she must have remembered the beans which grew upon the tree, and that she wanted some to eat.

On the way homeward they drove about a little to give Miss Thayer a view of the ranch. Passing near a large flock of sheep, Mr. Robin caught one for Willie to examine. This she enjoyed very much, and also a visit made to the sheepcote.

By and by, the ranch was left far behind, the horses

settled down to a steady trot, and the tired pleasure seekers sank into willing quiet. This lasted until they were nearly home; then Miss Thayer received from Willie the outcome of a long meditation.

"Willie will stay in Texas with mamma, papa, Bonnie, Mattie, Lizzie and the cat. Willie will go to the kindergarten no more. Poor Willie will not see Miss Thayer any more. Willie stay a long time in Texas. Oh, joy! Miss Thayer go back to the kindergarten alone and say: 'How do you do, Miss Greeley?' Miss Thayer will say goodbye," (taking Miss Thayer's hand, shaking it, and drawing Miss Thayer's face down for the representative goodbye kiss.)

Miss Thayer asked Willie when she wished her to go back. Willie answered: "In twenty tomorrows. Only *one* go back, *Willie* No! No! No!"

"You will have no one to talk to if Miss Thayer goes away. Mamma, papa, Bonnie and Mattie cannot talk with their fingers."

"Willie talk no more with her fingers!" (putting her hands down tightly in her lap and showing a most determined mouth.)

"What if your trunk and your pretty dresses go back to Boston for some new little kindergarten girl about your size?"

Willie's hand wandered in a hesitating manner over the dress she was wearing. She felt that something to wear was a necessity.

Then Miss Thayer said: "Oh, you may keep that dress;" whereupon Willie seemed to feel herself out of a predicament and announced: "Stay in Texas. Mamma will sew some day."

Dear little Willie! Loyal home lover! The family instinct, always strong within her, was now newly roused and intensified. At the kindergarten, in her references to the

old home, and in all her reproductions of it with blocks, etc., the father, mother and *three* little children (herself being one) invariably appeared; the home always contained the family, and the family was always an unbroken unit.

A couple of days after the return from the rock house, Willie wanted to play with her blocks, and became much absorbed in them. Finally she called Miss Thayer to look at what she had made. There were two houses,—the one at Throckmorton and the “rock house.” Belonging to the latter there was the cistern, the old tree, and the barn. In the old barn were the two horses eating out of the manger, the room for the feed, the wagon in the barn and the carriage just outside, as had been the case on the day she saw them. Everything was excellently reproduced. The relative distance and direction of house, barn, cistern and tree was perfectly correct, as is almost unfailingly true of Willie’s representations.

As time went on new objects connected with “the rock house” suggested themselves to her. She asked one day about “the dog with a rope around his neck,” and “the big hole in the ground,” by which she meant the watch-dog and the well of the rock house days.

The happy Texas visit did wonders for Willie in articulation. Always eager to learn and use the language of the lips, she found herself in surroundings where that alone seemed of much avail, and on her return north a great gain was noticed.

At length the second start for Massachusetts had to be made. There were goodbyes to father, mother and little sisters and cordial Texan friends, and then Miss Thayer and her little charge set out. They left Throckmorton Dec. 16, 1892, had a less troubled trip than when going down, spent the Christmas holidays at Miss Thayer’s home in Williams-

burg, and made their welcome reappearance at the kindergarten, Jan. 2, 1893.

Willie was delighted to be with the children again, and took up her regular lessons as if there had been no break whatever. Before the close of the kindergarten year she had read as follows :

(By touch with one hand and spelling out the words with the other, that they might be seen by the teacher,) *Black Beauty*, 4th, 5th, and 6th *Readers*.

(By touch, and oral reading of each word,) 1st *Reader*, and *The Little One's Story Book*.

(By Miss Thayer's reading to her,—*i.e.*, Miss Thayer's making the letters in Willie's hand and Willie thus "listening,") *Seven Little Sisters*.

Her number lessons were continued but articulation had become the medium of recitation. Practice in writing, gymnastics, games, and all the regular lessons of her class were also included in the daily programme.

The summer of this year (1893), like the previous one, was passed under the care of Miss A. E. Poulsson. It was not desired that any regular instruction should be given, the two main intentions being that Willie should enjoy the change from institution to home life and that she should live as directly and freely with nature as possible.

Most of the summer was spent at Fayville, a village of about 370 inhabitants, where a charmingly simple and quiet life was led. So few people did Willie come in contact with that she summed up her calculation concerning the size of the village, soon after her arrival, by saying that there were "five houses in Fayville;" and so fond did she become of the family whose pleasant home she was sharing, that when Mr. Newton was engaged in the parlor with an unexpected business man one day, she felt that the stranger was quite "de trop," remarking: "I do not like a crowd in Fayville!"

Willie lived almost entirely out of doors; for, except during hours devoted to meals and sleep, she seldom went further than the piazza for house shelter. The apple boughs were her roof, the sand pile and the grassplot her bowers of delight. A patch of long and flower-spangled grass was a rich treasury opening at her touch; the barn was an enchanted castle with a four-footed "Prince" (the family horse) within it; while for carriage, boat, and speedy train, lo! there swung the hammock, ready at her will.

Country life is extremely valuable for Willie since it brings her in daily contact with natural objects in a natural way. Investigations which, in school life, are perforce concerned with isolated or special objects presented by the teacher, are carried on spontaneously by the child in harmonious surroundings, and with the repetition and variety so especially necessary to a child like Willie.

Willie's investigations in Fayville were mostly among the common things in the dooryard, where she passed the long sunny days of July and August. Happily she felt no repugnance toward any insects or other small creatures, but took them in her hands with delight. At one time it was a moth which she examined, or rather *experienced*, by holding it in her hollowed hands and feeling the motion of the wings. The wonder of their swift motion was at first enough for Willie; further investigation seemed a matter of indifference, though the number of the moth's wings and legs were finally ascertained.

Rosebugs were plentiful, and Willie captured many of them and put them in a box with airholes, furnishing leaves and petals for them to eat. Also, she and a little neighbor used to catch grasshoppers, put them into a tin box, and then sit down cosily on the piazza steps and free the lively creatures that they might "go home to their mothers," as

Willie said. The method of capture was one originated by the little girls. They established themselves in the patch of uncut grass, and when Florence, who held Willie by the wrist, saw a grasshopper, she projected Willie's hand suddenly, Willie's hand clutched, and the grasshopper was caught.

Willie had examined chickens several times,—in Hingham with her kind friend Mrs. Whiting, and in Texas ;— but that one can always learn something was evidenced after her examination of a Fayville chicken. She reported that it had “six feet,—two threes.” When that information was met with incredulity, she spread out three fingers to represent the way the three feet grew from each leg. It was explained that they were toes and that there was a fourth toe also.

A sociable toad hopped out from under the piazza on her birthday and was given to her for inspection. She took it and handled it fearlessly, saying, while her fingers were busy stroking it: “For my birthday. I am nine years old.” It was interesting to watch her when deliberating as to the toad's name. Her fingers wavered in a pretty uncertainty, half-forming one letter and then changing it to another, until, at last, “Pat” was decided upon, Willie uttering the word distinctly at the same time. Permission was given for the toad to be kept over-night in a wooden box with air-holes, but in the morning, to Willie's great disappointment, it had escaped. As a panacea she and Miss Poulsson had a long and happy talk, such as she dearly loved, sitting on the piazza steps in the morning sunlight. She was told of the toad's home, of the toad himself and of his probable desire to get back to his mother, until she was quite reconciled to having had her toad visitor for a short time only. A second toad, christened “Prat,” in distinction from the first one and

yet in memory of it, was kept for a time and then set free very willingly when Willie had considered its hunger and desire for freedom. She felt the vibrations of the toad's throat as it uttered its little squeak, and then imitated the sound almost perfectly. That the blind should "see through their fingers" we have become accustomed to; but this hearing through the fingers is a new wonder.

Willie was fondling Jack the spaniel one evening just before going to bed. She kissed him and said: "Good night, Jack;" and then, with her hand on his throat, said coaxingly: "Say good night to me, Jack! *Try* to say good night." Getting no answer, Willie was much grieved. "Jack did not say good night to me!"

Her hand was placed where she could feel the dog's tail, and Jack wagged it vigorously in response to her second good night, so that she went to bed satisfied.

The little girl sums up her observations comically at times. For instance, she discoursed as follows concerning caudal appendages.

"Cats' tails:" (waving her hand gently down, up,—down, up.)

"Dogs' tails:" (waving her hand right, left,—right, left.)

"Cows' tails:" (swinging her arm slowly and through a short arc.)

"Horses' tails:" (swinging her arm more quickly and farther each way.)

"Men and women, boys and girls, have no tails."

Willie planted some beans and showed much interest in watching their growth. When one sprouted she ran about calling to each person: "Come and see my bean! It got up!" She added later, in a talk: "In my garden the beans will grow, and the roots and leaves; a new leaf, old leaf."

The plants were visited frequently, and faithfully watered by the enthusiastic gardener.

One of Willie's independent botanical investigations was in connection with a tiny plant, which she pulled from the tall grass. She busied herself a long time in the examination of it, tracing its fine roots to the very tips, noticing the other parts of the plant carefully and afterward explaining the whole very creditably.

When playing under the apple trees with her doll, dishes, stove, etc., as she did by the hour sometimes, ants would come venturesomely crawling on her hands; as a forfeit, they were caught and felt of before being restored to freedom. A story of ant life, ("Mrs. Flyaway") had been told to her, by means of which her information and interest regarding ants had been increased.

Willie's letters during the stay at Fayville furnish a proof of the real pleasure which her various outdoor pursuits gave her, and also hint of the instruction which Miss Poulsson was able to impart through the happy medium of storytelling. It was thought best that these letters should be taken down precisely as dictated by Willie, whatever their faults of omission or construction might be, so that she might enjoy greater freedom in her flow of thought and that a really just estimate might be formed of her attainment in language. They are therefore entirely original and unpolished,—a fact which renders them all the more interesting. The following are specimens :

Letter to her teacher. (*Dictated and uncorrected.*)

FAYVILLE, MASS., July 11, 1893.

DEAR MISS THAYER: Miss Thayer wrote to you and I [meaning to Miss Poulsson and herself]. Miss Thayer has seen [would like to see] my moth and my rosebugs. I am gone to Fayville.

Miss Thayer has not seen me at Miss Laura's. I want to grow. Tomorrow, nine! [Her ninth birthday.] I went to see Miss Weston. Miss Thayer came [went] to Somerville to see Hattie and Linnie and her Aunt Lottie and her grandpa and grandma and the cat. Miss Fairbanks came to see me. Miss Thayer went to Williamsburg on the train,—longer, farther. She went in a hack. (Suggestion: "Tell her about yourself now.") I have played with Roland with the sand. Roland made a bridge and a post and a cave; the post a little tall. I went to play with Florence, with her carriage and dolls, and I went to swing with Florence. Miss Cora caught Roland running swiftly like a horse. I have been walking on the street and running with the fence [touching it with her fingers], and Miss Cora and you, Miss Annie, did not catch me!

I covered Roland in a hay and the dog kissed him on the face. I covered myself in the hay and Miss Annie cannot see and the dog came and kissed me on the face. Two! Roland and me! (Suggestion: "Can you tell about the chicken?")

I have seen a chicken and lettuce and flowers. I have seen a chicken's tail and feathers and bill, and two wings and two legs and long neck and funny tongue, little, long and short [showing with her fingers that she meant long and narrow.] Miss Thayer wrote to me. I have been at the kindergarten last fall. I send love to Miss Thayer. Please kiss me. (Then Willie said "mouth" and pressed a kiss upon the paper.)

(Dictated and uncorrected.)

FAYVILLE, MASS., Monday, 17th of July, 1893.

DEAR MISS THAYER:—Miss Thayer sent me a comb and a watch and a bracelet, and Mrs. Whiting and Papa Whiting sent me a pin. I have played with a toad, "Pat," for my birthday next [meaning *last*] Wednesday. I have played with Florence. Miss Annie gave me a wheelbarrow for my birthday, and Miss Cora gave me a pail and shovel. I went to ride to Marlborough to see Miss Newton. I have read with my mouth to Miss Howe and her

father and mother, and Miss Laura, about "The Toad and the Cat." I have played with Miss Annie's blocks, and made a house and all things, a store and berries and box and money. I went to Roland's house to see Roland his mother. Mrs. Newton,—that is his mother's name,—gave me two ribbons, white and pink.

Thank you, Miss Thayer, for giving me a comb and a watch and a bracelet. I cut the cake [her birthday cake]. Mrs. Newton made a big cake for me. I passed [the cake] to Mrs. Newton, Roland and his mother, Miss Laura, Miss Cora and Miss Annie, and I; and tomorrow [meaning yesterday] I passed to Miss Howe and Mr. Newton, and Florence and Nancy. I am nine years old. I will grow. Miss Thayer wants to see me, to see big girl, to see how I am grown. "Willie" and "9" was on the top of the cake. Goodbye, Miss Thayer. I will send love to Miss Thayer. From Willie. Goodbye, Miss Thayer. Thank you for the letter.

(Dictated and uncorrected.)

FAYVILLE, MASS., July 31, 1893.

MY DEAR MR. ANAGNOS:—Come to Fayville to see me and Miss Annie and Mrs. Newton and Miss Cora. We will meet you at the station. I have been playing with my blocks. I have a caterpillar. Nancy gave me the caterpillar. I went to drive, to have a picnic; and I had my dinner on the grass; and I have been making a sash of leaves. I put the beans in my garden. I made the garden; and the beans will grow,—I hope they will. The other bean—three leaves are grown, and the little new leaf is growing. I have seen a barn where Prince is. The horse is named Prince. Prince runs fast on the road, and Jack, the dog named Jack, is running behind Prince. I have been catching a grasshopper in the long grass. He jumped because he liked to stay in the grass. I did not squeeze and he jumped! I have been playing in the sand with my pail and shovel. I picked apples for Mrs. Newton and she made a pie for me,—Oh! Oh!—and I picked apples for Prince. He does not make a pie,—only

eats apples. You never saw me nine years old. I am nine years old on the twelfth of July. Goodbye, Mr. Anagnos. I send my love to you, Mr. Anagnos. From WILLIE E. ROBIN.

(Dictated and uncorrected).

FAYVILLE, MASS., Monday, Aug. 14, 1893.

DEAR MISS THAYER: I went to walk yesterday to see a pasture where the cows are; to see many things. I saw an ant house. I have seen two holes and the ants coming out. The holes are the doors and the ants were coming out. The ants live in the house,—many Mrs. Fliesaway and many Mr. Fliesaway and baby ants. The big ants made the house. (Does Miss Thayer know how the ants made the house? I will tell her.) They do not make out of boards. The ants make their house of clean sand.

I played with Florence on the long bank. We have been swimming in the salt water,—*play* salt water; only play *real* salt water.

Miss Cora found a hole,—Mr. Woodchuck's. I did put my hand in a little, a very little, in Mr. Woodchuck's hole. I have seen Nancy and she gave me things,—leaves, so many! and an umbrella; a flower was the umbrella. I have been swinging in the hammock yesterday and another day; so hot day! I went to Mabel's house to see Florence, and Mabel's and Florence's mother. I played with her [*i.e.* Florence's] things;—teapot like my teapot, big. I have been eating apples. I played on the piano at Mabel's house.

I planted trees; three trees. One pine tree, two trees not pine, no! I planted the pine tree and I planted the maple tree and I planted the chestnut tree. I watered with the water so to give trees a drink. We did dig to make deep holes. Miss Annie tells me stories about birds, and pigeons, and Speckle, and Mary and her Lamb, and grasshoppers. Mr. Anagnos came to see me Friday and Miss Cora came to see Mr. Anagnos. She gave me a frog and a worm and some candies. I played with Miss Annie's blocks and I made a funny big house. Goodbye, Miss Thayer. I send my love to you.

From WILLIE.

It was suggested to Willie one day when there seemed a pressure of writing in the household that she should write a letter entirely alone. There is always a great difference between the dictated letters of a child and its first unaided epistles. Willie's do not show a greater falling off than those of other children invariably do. Her first attempt was to Miss Thayer. It was faulty in the spacing and division of the words, but was well spelled.

DEAR MISS THAYER:—Miss Thayer may come to Boston to see me at Miss Annie's house [meaning *perhaps* Miss Thayer may come]. I am going home with Miss Thayer to the kindergarten. I love Miss Thayer very much. I have monkey with a dog [a toy] umbrella [carried by the monkey]. Goodbye. I send my love to you.

From WILLIE.

Another unaided and uncorrected letter was to Miss F. L. Johnson, the kindergartner of the girls' department at Jamaica Plain.

FAYVILLE, MASS. nineteenth.

DEAR MISS JOHNSON:—I have a caterpillar in box. I take the caterpillar to ride in a wheelbarrow. Mrs. Newton has a dog named Jack. He has curly hair, and smooth hair on his back. I have a sparrow. Why can it not fly? Because too' wet. Mrs. Newton put the sparrow in a box to keep him warm. Goodbye. I send my love to you.

From WILLIE.

Willie's inventions with her blocks (kindergarten blocks, 5th and 6th Gifts) show what is in her mind, and it is sweet to see how often her thoughts revert to home. While in Fayville she sometimes built the rock house or represented the Texas family at a meal,—father, mother, Bonnie, Mattie and herself. The table was set with coffee for the father and water for the rest, beans, meat and potatoes. At an-

other time a large enclosure was made, to simulate the sheep pasture. After careful counting and arranging it was shown that there were "six sheep and six lambs,— twelve!" The gate was turned over instead of opened in the ordinary way. "Like my father's gate. Miss Thayer said it was a funny gate," explained Willie.

The following is one of Willie's home letters. (*Dictated and uncorrected.*)

FAYVILLE, MASS. 23d of August, 1893.

DEAR MAMMA :— I love you very much. I built a rock house and hen house and cistern and barn and pen for the cow and calf. With two chimneys on top of the roof of the rock house. I have not seen two chimneys on the rock house ; too high. I made the rock house with the blocks and I made father and mother and sisters,— Bonnie and Mattie and Willie— and the cat with the blocks. I went with Miss Annie, like last summer. I am going home to the kindergarten with Miss Thayer to school with the children. I went to drive with Prince, and Jack went to run with Prince. The horse is named Prince and the dog is named Jack. I am nine years old. I picked apples. I put apples in a basket, — from the ground. I eat apples. I have been reading aloud to Miss Annie with my mouth, like my mother did talk. I fed Prince with oats and hay. I fed Jack with muffin, and he ran with the muffin. My doll is broken. She fell.

It is going to rain and the mother birds will put their wings over the baby birds to keep them warm and dry, and the father birds will sit on the branches of the cherriestree. I send my love to you and father and sisters, Bonnie and Mattie, and to my cat. Goodbye. From Papa's and Mamma's little daughter,

WILLIE.

It had been the ideal for Willie's summer that she should be tossed into the lap of nature, and the stay at Fayville certainly made that a reality. It is needless to say that

Willie throve. Her appetite, sleep and general health were perfect, and her disposition docile, affectionate and winsome. No wonder that Miss Poulsson rejoiced in her little charge, saying to Mr. Anagnos in a letter which accompanied one of Willie's: "Willie is a delightful piece of humanity,—a materialized sunbeam if ever there was one."

Occasionally, however, the child's strong will made prompt obedience difficult. Upon one of these rare occasions, she was told that when she was in a better frame of mind she could let Miss Poulsson know. She was in her own room at the time. Shortly after, a noise was heard which may have been a bit of foot stamping, but it was not repeated. The really sound and sweet nature of the child was shown by the way in which her season of solitude was occupied. Her little room received a thorough setting-to-rights. Everything in the bureau was refolded and put back in apple-pie order. Every dress in the closet was taken down and rehung, the boots and shoes set toeing a line, the brush and comb cleaned, and the articles on the washstand and towel rack rearranged. When this was done, a few extra touches were put to her hair and finger nails, and then a very tidy, sweet-faced little damsel emerged, announcing herself at the proper door by a gentle knock. Into the open palm stretched out to receive her communication she spelled: "I have been very good now," and then repeated aloud: "I have been very good now!" Could the golden saying "outward order tends to inward clearness" have been exemplified better? And is it not a sound nature which works off disturbances in such a fashion?

A trifling incident noted down by Miss Poulsson gives a little glimpse of Willie's loving disposition. The memorandum says: "The other day when Willie was told to get her sewing, she demurred in a very pretty way, spelling: 'I

do not want to sew,' very slowly, only half forming the letters and scarcely touching them to my hand. 'Oh,' I said, 'but you remember dear Mrs. Whiting and how pleased she will be with a pillow case which *you* have made.' 'Yes,' said Willie, a sweet look taking the place of the momentary cloud, 'I will sew.'"

Mr. and Mrs. Whiting are devoted friends to whom Willie owes many kindnesses and for whom she has great affection; and no one could be a more appreciative recipient of the patiently made pillow-case and all the love that was put in it than "Mamma Whiting." The last three weeks of Willie's vacation were spent with these good friends, whose warm and gracious hospitality has made their house a second home for her.

Willie's instinct of causality is strong. That she was exceptionally amenable to reason was observed when she first came to the kindergarten. She seeks the why and the wherefore assiduously. "Yesterday," says Miss Poulsson's note book, "her little hand came up with its oft-repeated 'why?' and I did not respond. So Willie spelled: 'Say "because" to me!'"

Another of Willie's marked characteristics is her independence. This is, of course, a most valuable trait, since timidity and dependence often hinder the development of blind children. "Let me do it," is constantly on her lips and her fingers; and the power gained through self-help is still expended by Willie in helpfulness toward others, as it was when she assisted her mother in dressing Bonnie and Mattie before she came to the kindergarten. At Fayville she would say sometimes, after she and Miss Poulsson had made their own beds: "Shall we surprise Mrs. Newton and make her bed?" and it was charming to see her flitting about, smoothing out every wrinkle with zealous care, her

radiant face and merry laugh testifying meanwhile that she was taking sweet pleasure in the thought of the pleasure she was to give.

One result of the limits which Willie's condition imposes upon her is a conservatism, which leads her to resent any deviation from what she considers an established method or custom. Generally speaking she knows only the *one* way in which to do a thing, and her involuntary attitude toward any other way is that it is a wrong one. For instance, when tea was served on the piazza as a summer treat, it was received by Willie as a very peculiar and not wholly proper innovation. She needs a judicious variety in methods of working and living to keep her from getting into mental ruts.

Willie's imagination is very vivid and a source of much pleasure. As is proper at this period of her development it is perfectly childish, and its magic light plays over everything she does, whether it be mothering her doll, bathing in the "play" salt water on the terrace, dressing the invalid, Mrs. Bed, for the day, or acting out the scenes of a reading lesson.

With a child of Willie's limitations there is one consideration, which, important as it is in the development of all children, needs to be especially kept in mind in her case; *i.e.* that each stage of development should have its proper and sufficient time. Froebel pleads strongly for this in his *Education of Man*, urging that "the vigorous and complete development and cultivation of each successive stage depends on the vigorous, complete, and characteristic development of each and all preceding stages of life." With Willie the early childhood stage should certainly be somewhat prolonged, as it takes her longer to get the same amount of experiences, and resulting impressions and ideas, than is required for a nor-

mal child unhindered by Willie's deprivations. Willie is so ambitious to be a "big girl" that she will be more likely, if encouraged to do so, to "put away childish things" before being ripened by them than to remain a "little girl" too long. Although in physical development, size, strength, &c., she is normal and may be so treated, mentally and morally she must be regarded as being at a stage corresponding to a much earlier age than her actual years; since her mental and moral training began at a time when other children had already gained much development through the two senses, which were utterly closed to her. The mental immaturity resulting from this fact, and from the fact that her opportunities for receiving impressions and ideas are much fewer and her development therefore less full, makes it difficult to give her certain ideas such as a child of her years might be supposed to receive.

It was thought best for her to have the great gain, which contact with the other children at the kindergarten would give even with the risk of her receiving some wrong or confused ideas on special subjects, particularly those relating to spiritual matters. When it is considered that she is in reality less than three years old in language, with all that that implies, it will be easily seen that she is only so far ready for thoughts on these subjects as an ordinary child of two and a half or three years. As her knowledge of life increases, and as she becomes capable of understanding words of subtler import than those which constitute her present vocabulary, she will be better able to receive knowledge concerning spiritual truths.

* With her loving heart, and a spirit sweet and open as the day, no one who sees her daily life can doubt that she will be led to "do the will" and thus "learn of the doctrine" in God's good time.

THOMAS STRINGER.

"Sir," said the least of the little boys, "I was almost beat out of heart; but I thank you for lending me a hand at my need."

— PILGRIM'S PROGRESS.

A recent visitor at the kindergarten for the blind happened to come upon a class just assembling from the playground. The boys were streaming cheerily into the hall, among them a sunny-faced, sociable little fellow, hand-in-hand with one a trifle larger than himself. The pair entered in jovial mood, but subdued their gamesome spirits at the suggestion of a gentle teacher standing near and began to take off hats, coats, mittens and overshoes in an independent and capable manner. Soon they were ready for class, and each started off, feeling his way to his proper place and then sitting down quietly to his work, which happened to be sewing; but it might have been reading, number work, gymnastics or kindergarten; for the boys have all these and more.

The younger boy — full of mischief on the playground, able to help himself about his clothes, and going into class for lessons,—can he be Tommy Stringer, who, not much more than two years ago was like a mere baby, creeping about, with no means of communication and no resource? It seems almost incredible, yet so it is,—Tommy Stringer, rescued, loved, growing in knowledge and power!

Tommy is not a New Englander, but a native of Pennsylvania, having been born in Green Co. of that state, July 3, 1886. He was received into the kindergarten for the blind, April 8, 1891, through the great kindness of the trustees, who admitted the little alien when the educational institutions of his own state were unwilling to take up the burden. The cost of educating a child like Tommy,—deaf, dumb and blind,—is necessarily large, although kept



THOMAS STRINGER.

within the closest bounds ; and this cost has been met thus far by the generosity of the public, under the sweet leadership of Helen Keller. The story of Tommy's progress must therefore be of special interest to many, because he is an object of their special bounty ;—bounty freely bestowed both for love of Helen and in tender pity for dear little Tom himself.

Personal Characteristics.

The child's intelligence is of an excellent order,—a matter worth great rejoicing ; and his disposition is sweet, loving and merry,—another matter of rejoicing : nevertheless, owing to a curious sluggishness (more bodily than mental), and a spasmodic "balkiness" in disposition, his path of education is beset with snags and pitfalls. The digging out or getting around these educational snags is often a work of great labor, at which Tom manifests little or no desire to assist. He becomes inert, as it were, before the obstacle, trusting that his teacher will lift him over or carry him around it. The pitfalls are those of obstinacy, and when he falls to the depths of one it is a hard task to get him out. He lies there prone, seemingly unregardful of any disciplinary discomfort or coaxing love. These pitfalls, however, are often skirted with great skill by means of Tom's increasing interest in his occupation ; and a continual experience of the fact that his teacher stands gladly ready to aid his efforts when he has difficulties to overcome, though she will not allow him to shirk them, has made its impression upon Tommy ; and he works now with much more zeal and application than formerly. In fact, the past year has been one of remarkable development. He has made excellent progress in his lessons and gained love on all sides, no one having greater affection for him or being more proud of him

than the teacher whose patience and wisdom are most taxed by his shortcomings.

He is a merry, mischievous little fellow, full of pranks and very fond of a frolic. While at his teacher's home in the summer he was allowed to "help" in baking cookies. A batch was baked, Tom assisting when they were put in and taken out of the oven. Then the good little boy was to receive a cookie and sit down upon the kitchen hassock to eat it. But where was the hassock? It had been there an instant before. No one had left or entered the room; yet,—where was the hassock? Being somewhat acquainted with the little boy's "tricks and manners" the housemother bethought herself of looking into the oven; and there, sure enough, was the hassock, commencing to bake. Tom had secretly whisked it in during the moment the oven door was open awaiting the second batch of cookies!

During a short vacation at the kindergarten, Tom was put under the waitress' charge at the table. Knowing that all persons cannot understand manual speech, Tom took it for granted that the waitress could not, and mischievously determined to play her a trick by passing off some wrong words upon her. So when he was ready to be excused from the table, he folded up his napkin, put up his plump hand, and tried to gain his liberty with a quickly spelled "*bread and butter*" instead of "*please excuse me.*" But his mistress knew too much for him, and challenged the spurious password; whereupon Tom laughed roguishly, and spelled the proper sentence.

As Tom cannot hear the rising bell, his room-mate generally announces its signal to him by drawing down the bed covering; this Tom takes to kindly enough except on mornings when he is very sleepy and loth to stir. One evening Tom was sent to bed later than Lyman, and found the latter

snugly tucked in and asleep. Soon after there was a distressed cry from Lyman, and Tom's teacher appeared on the scene to learn the cause. Lyman sat on a chair in pathetic sleepiness while Tom stood guard at the side of the bed, which he had rifled of counterpane, blankets, sheets and even pillow-case. The chance to give the disturber of morning slumbers a taste of the discomfort resulting from his method had been too enticing for Tom, and he had yielded to the impulse. There seemed to be no malice, however; for when told to remake the bed Tom quickly went to work and soon had it neatly done. Then, going to Lyman, he summoned him with voice as well as finger-spelling, and led him to the bed, saying, "*come, Lyman, come.*"

Mr. Anagnos, on one of his visits to Jamaica Plain, entered the schoolroom when Tom was struggling over the word *thread*. Tom, having been touched by Mr. Anagnos, turned toward him, felt his sleeve-buttons, perceived who it was and sprang into his arms. (Tom has not read *The Pilgrim's Progress* but he loves "Great Heart.") Then, as if fearing that it might not be right to leave lessons for a frolic, he stretched out his hand toward his teacher and spelled *thread* graciously and with ease.

Tom's old habit of tearing his night dress, sheets, &c., has been nearly overcome, but an occasional vestige of the propensity shows itself. His teacher writes in her diary: "Last night Tom amused himself by pulling the buttons off his night gown. After school today I took him to my room, gave him a needle and thread and buttons, and taught him how to sew the buttons on. He surprised me by his aptness at learning to do this; though he shows aptness in nearly all manual work." Through this little experience Tom must have gained some idea of what it is to have "the punishment fit the crime."

The boys of the kindergarten are fond of Tom and very good to him. Tom returns their affection and shows it prettily at times. When his special friend, Fred, returned from a two days' visit, Tom was upstairs, occupied in bed-making. Fred sought him out, gave him a joyful hug and kiss, and then went on to his own duties. Warm-hearted little Tom was so rejoiced at his friend's return, that he danced up and down with delight, spelling "*Fred ! Fred !*" all by himself, long after Fred had gone.

He soon knows when any member of the household is away ; and, as he also knows where each one rooms, he goes to the door of the absentee and raps repeatedly, spelling the person's name and saying : "*Come, come, come !*" Once when his teacher had been away a short time, during which he had grieved for her, he showed deep happiness on her return, and greeted her most lovingly. Then, in the exuberance of his joy, he began spelling the names of all the objects in the room which he knew, as rapidly and correctly as he could ! The precious boy was offering on the altar of his love the best he had to give. Could it have been said more touchingly : "*Silver and gold have I none ; but such as I have, give I unto thee.*"

Tom's timidity, which was at first very great, has abated noticeably. It was a long time before he took any pleasure in the cart, which the kindergarten children draw each other about in, and it required much careful leading on the part of his teacher to get him to overcome his fears and be drawn by her. But perseverance won the victory, and Tom now enjoys the courage which he has gained. "Tom's fear of the cart has vanished," says his teacher, "and it is now his delight to have Fred give him a ride in it. Even when the cart was overturned today, throwing Tom out, he was ready to climb in again as soon as possible."

Another growth in courage:—“After travelling once across the bar in the gymnasium Tom found out that the other boys returned in the same manner to the starting point; so, wishing to do as they did, he spelled ‘up! up!’ until I lifted him to the bar again, when he made his way back like the rest. Heretofore he has shown considerable fear in doing this exercise.”

And what a record is the following, concerning the helpless, inactive, baby-like boy of a short time ago! “Tom often takes letters to the post box. He goes out of the gate, crosses the street, keeping on until he reaches the fence opposite; he then follows the fence to a certain point, whence he steps to the right and finds the box. He never misses it. Having deposited the letters, Tom turns to the fence, walks along, and crosses the street again to the gate. He goes to Miss Greeley every morning to ask if she has any letters to be posted.”

Tom knows the days of the week, and has the usual kindergarten affection for clay day. Entering the school-room one *Friday*, he stood still for a few minutes inside the door, as if thinking, and then spelled brightly: “Apron!”—an apron being the concomitant of his dearly beloved clay.

On a *Saturday* he was asked what day it was, and responded correctly. Then his teacher questioned further: “What day was yesterday?” and Tom replied somewhat slowly that yesterday was Friday. As “yesterday” was a new word, he was asked to repeat his statement; whereupon the roguish Tom, who had feebly sensed the lurking of a pun during the spelling of Friday, made his little joke by spelling with a mischievous smile: “Yesterday was Fred.” Poor wit, but an attempt, an awakening; and not so very far behind the pleasantries of some more ably weaponed pundits.

One *Monday* morning, Tom, though in perfect health, surprised his teacher by refusing to eat his breakfast. After endeavoring in vain to induce him to take the food, Miss Brown sent him from the table. She could not conceive the reason for his strange behavior until later, when, in the articulation lesson, Tom asked her to say different words for him, among them "corn-bread and butter." Then she remembered that there had been corn-bread on the table for several



TOMMY EXPLAINING A SPHERE.

Mondays previous, and, to Tom's mind, that was an inevitable reason why there should have been corn-bread on this Monday morning also; so it was corn-bread or nothing to him.

This tendency toward the methodical is one of Tom's strong characteristics; and it is, in the main, of advantage

in his education. One day, for instance, his teacher gave him a word-lesson by asking him to bring her objects with whose names he was familiar. The lesson was a pleasant and successful one ; but when she wished to have a similar lesson the next day, Tom was quite disconcerted because she did not call for the same objects as on the day before ; and he was not content until he had explained the trouble to her by spelling the names of the omitted objects and bringing the objects to her.

Progress in Lessons.

At the beginning of the year covered by this report, Tommy's vocabulary in manual speech consisted of 137 words and a few phrases. The end of the school year, June 28, found him with a vocabulary of 600 words. Meanwhile he had kept up with his class in kindergarten work. Between January and June he made a complete set of the sewing cards and also of weaving mats, in addition to those which he had made previously. These sets are to be kept as samples of his work.

Reading.

Reading by touch was begun April 24. On May 15, his teacher writes : "Tom is reading very nicely. I have illustrated each lesson with the object or animal of which the lesson treats. When unable to procure a live animal, our school models have been of great help. We have used the pig, horse, cow and rat in this way." June 2 finds Tom on lesson 20 of Turner's *First Reader*, in which book he continued throughout the rest of the term.

Number.

Tom has had exercises in counting and some other simple lessons in number. After counting his six kindergarten balls one morning he looked about for something else to count, and chose buttons. But there were more than six buttons; so on he went, counting up to twenty-four, which was as far as he had learned. Fired with ambition, he ventured on and reached twenty-ten. Started afresh with thirty, the way was clear to thirty-ten. Corrected at forty, he proceeded safely up to fifty and concluded the exciting count of the buttons at fifty-two,—the stock being then exhausted. He had gladdened his teacher's heart and made a notable advance in counting, through his spontaneous interest in the subject.

Articulation.

In articulation a fair commencement has been made. For example :

DECEMBER 5. Tom can articulate *come* very distinctly now. This makes six words: *Papa, mamma, Tom, arm, two, come.*

DECEMBER 20. Tom seems to have a slight idea of the use of articulation; for this morning when I asked him his name, he put his hands down at his sides, and articulated: *Tom.*

DECEMBER 21. Today Tom again used articulation instead of finger language. This time it was the word *two*. He spoke it while telling me of the two halves of the cube.

FEBRUARY 28. Tom articulates twenty-four words very plainly, but not loudly.

MARCH 20. I am teaching Tom to say *my*. When he had mastered it, he wished me to show him how to say *Lyman*. Sev-

eral times of late Tom has asked how to speak words which are somewhat like those which he already knows.

APRIL 26. This morning Tom learned to articulate: *The sun is hot.*

The above extracts serve to give an idea of Tom's progression in the difficult task of mastering vocal language. It is a slow painstaking process, full of struggle and drill; but the ability to express himself through the ordinary medium of speech will well repay all that it costs.

Miscellaneous Items.

A few additional extracts from the records concerning Tommy may be of interest.

The pretty forms which Tom can now make with wires or tablets please him very much, particularly when they represent some object with which he is familiar.

Tom instantly recognizes any form that he has previously made or learned about. Even if the form is made of beads, as one was today, he does not need to feel of it twice before he is ready to spell its name.

A new table having been put in my room, Tom's busy fingers soon found it. He was much interested in examining it. The thoroughness of his investigation is evinced in the following statements which he made to me.

The table is new.

The table is made of wood.

The table is hard.

The table has straight edges.

The table has curved edges.

The table has corners.

The table has four legs.

The table has casters.

The table has a flat, oblong face.

Peas and wires were used today and received Tom's undivided attention. The new materials were well handled and quickly formed into a cube, which was placed in the cabinet. Tom's next occupation was pasting, which he did equally well. (The pasting, also, was new to him.)

At the time that Tom was studying the First Gift (worsted balls of different colors), his knowledge of words was very limited, and it was impossible then to teach him about the wool. Now, however, he is sufficiently advanced to learn something at least of this subject; so I have given him several lessons about the lamb and its wool.

Tom began to learn a finger play today. Two lines of "Mrs. Pussy's Dinner" were soon mastered, the motions holding his attention while he was learning the words.

Today Tom made a watering trough and a pig's trough in clay, from direction.

This morning I took Tom for a walk and showed him a watering trough. He recognized it as similar to what he had made yesterday.

After a walk taken with Tom, I asked him a few questions, with results as follows:—

Where did we go?

We went for a walk.

What did we do?

We picked some flowers.

What did we do with the flowers?

We put the flowers in a vase of water.

What color are the flowers?

The flowers are yellow.

Two unsolicited observations were then made by Tom, who stated:

The flowers are small.

The flowers grow.

Tom made a buttercup on a plaque today from direction. When this was finished and a lump of fresh clay given him, he at

once made a second plaque with a buttercup on it. I directed him to go to Mrs. Davidson and tell her what he had made. He went immediately, first to her and then to Miss Greeley, telling them each that he had made a buttercup.

Seven or eight little plants in the schoolroom have been given into Tom's care. Each morning he asks for the watering-pot and waters them.

As usual, Tom watered his plants, and then examined them to note their growth. He told me: "The plants have leaves," and then noticed the buds.

Tom shows great interest in watching the changes in the little buds on the trees, and the changes in the flowers as they form into fruit.

Several of the plants which Tom has so faithfully cared for have been set out in the flower beds. Tom was rather unwilling to have them go, and gives especial attention to those which are left.

Some peas which Tom helped to plant have grown into tall vines with a number of well-filled pods upon them. Tom has been much interested in their growth, and was delighted when allowed to eat the peas.

The summer of this year was spent in Wrentham at Miss Brown's home where Tom was very happy. He ranged through garden, field and wood, and had his own familiar haunts in barn and shed. He made friends with the cows and the horse, felt the apples growing on the tree, was interested in the beans, peas, corn and potatoes as they grew, and helped in picking fruits and vegetables. He was taken to the forest when trees were being felled; shown the axe, the cleft which it had made, the fallen tree, and the stump; then traced the trunk out to the branches and the branches to the twigs. In these and many other ways Tommy made material progress during the summer, and gained what will be of great help to him in his further education.

Comparing Tommy now with the Tommy who came to the kindergarten two and a half years ago, and realizing all that has been done for him, all that he had been saved from,—does not the heart of every one who has helped to make this a possibility feel a throb of joy, and does not an impulse arise in the hearts of those who have not helped before to give their aid now?

This child has been set in our midst,—a loving, trustful creature, making his way against odds which remain appalling, alleviate them as we may. He has no hope for more than “the meat which perisheth” if he is cast back into his former circumstances; and the “life which is more than meat” flows through channels which generosity must keep open. The public *has* been generous; yet the money contributed through Helen Keller and from other sources is nearly exhausted. Shall not dear little Tommy have further cause to say “I thank you for lending me a hand at my need?”

CLOSING REMARKS.

But let the issue correspondent prove
To good beginnings of each enterprise.

—FAIRFAX.

We close this report, as we did those which preceded it, with the note of hope. This hope rests principally but not solely upon the foundation of the increasing interest manifested by the public in the cause of the blind as is shown by enlarged subscriptions. There are various other things which work together to sustain and to strengthen our faith.

Meanwhile we must not even for an instant be oblivious of the fact, that the occasion for strenuous

and unceasing effort has not passed. We are rather in the very midst of the most arduous of our labors. The moment is still critical. Sullen clouds are still hanging over our enterprise. The future is impene-trable to our eyes. Yet, in spite of all these discour-aging circumstances, we cannot entertain the least doubt as to the final result or hesitation as to what we should do. Our course is clear before us, our duty evident. We must not stop nor tarry too long where we are; we must press on and hope steadfastly to the end. Doubtless our path is far from being smooth and easy to travel; but at the same time we must remember, that under the rays of the sun of earnest determination and constant endeavor the mists of fear and uncertainty will be dispelled, the difficulties will vanish, the obstacles will be removed and the kindergarten will reach triumphantly the goal of entire success. Be our perplexities and embarrass-ments at present what they may, our struggle in be-half of the little sightless children will be finally crowned with victory. Of this we are absolutely sure.

To doubt would be disloyalty,
To falter would be sin.

Our motto is "forward," and with that inscribed on our banner and engraved on our minds and in our heart, we ask every social reformer and every true friend of suffering humanity to join cordially in the advance movement.

All which is respectfully submitted by

M. ANAGNOS.

DEDICATION OF THE NEW BUILDINGS.

We raise and dedicate this wond'rous frame.

— DRYDEN.

The birthday of Friedrich Froebel — lover of children and founder of the kindergarten system, was the date appropriately chosen for the dedication of the new buildings of the kindergarten for the blind. The twenty-first day of April was a day of alternate cloud and sunshine, which seemed fitly to typify the varying emotions of those who look upon the little blind children in their “sunny home.” One rejoices at the wonderful opportunities there opening before them — at the comfort and happiness placed within the reach of many who have never before known the blessings of a happy home. But oh! the pathos of the sightless faces — of the fresh young voices! The song of the blind touches all hearts. Many cannot refrain from tears, when they listen to it.

Dame Nature always sends the sun, however, to dry the showers, and it is suspected that she, like every one else, favors the kindergarten, as stormy weather seldom prevails on the day of its public exercises.

On the 21st of April the rain ceased in time to allow a crowd of visitors to assemble. The inspection of the new buildings was the first feature of the programme — and it suggested the wonderful growth of the infant institution and its work. It is only a few years since the first edifice was dedicated. But so urgent was the pressure for admittance, that it became necessary to open the new house in

January, 1893, the first one having been filled to overflowing.

Thus the new building had already been in use for two months, before its formal dedication, twenty-two little girls having found a home there — a number which has since increased to thirty-four. The new structure is built on the same plan virtually as the old one. It is even more sunny and more cheerful however. It faces the south, and nearly all the rooms have the sunshine during the greater part of the day.

The reception room is on the left of the main entrance. Behind this is a spacious, sunny dining-room. On the right are the schoolrooms. On the second and third stories come the matron's and teachers' chambers, in front, and behind these the dainty little sleeping-rooms of the children, many of them ornamented with pictures, photographs, and knick-knacks dear to childish hearts. The furniture is alike in all, and includes two tiny beds, but each room has its own individuality and shows the taste of the young inmates.

For half an hour or more, the crowd of visitors thronged the two buildings, watching with keen interest, the children at their lessons and work, and gathering in wonder about Helen Keller, Edith Thomas, and Willie Robin. Each of these young girls held a sort of miniature court, talking both with tongue and fingers with the people about her. In the schoolrooms of the house on Day street the little boys were engaged in making the various kindergarten gifts. It was a pleasant sight to see their skilful fingers fashioning the various pretty objects.

The bright beaming faces of the children were good to look upon, and brought vividly to the mind of the beholder, the contrast between their present happy, busy lives, and their former melancholy condition of listless inactivity.

Many of them have been rescued from homes of poverty, wretchedness, and even vice. It is sad to find some parents who, with selfish sensitiveness, keep their blind children secluded, so far as possible, from the sight of the world. The change from their isolation to the kindergarten, with its flood of sunshine, abundance of fresh air, healthful food, and wise and gentle teachers, is indeed great. Here constant, yet delightful and ever varying occupation is provided for the little ones, and the best appliances of modern thought are used to promote their physical, mental and moral development and welfare.

The host of sympathetic visitors, people of culture and refinement, Boston's best citizens as we call them, examined with eager interest the entire building and its equipment, admiring and praising the perfect adaptation of means to end, rejoicing at the excellent educational facilities offered to the little folks, wondering at their progress in reading by the touch, modelling, and kindergarten work.

At half-past three o'clock, the children were sent over to the new hall which stands between the two kindergartens. This will, at some future day, be transformed into a great central building, of which one-half will be occupied by the boys' department and the other by that of the girls.

In the new hall every inch of available space was filled by the great audience, who had gathered there to listen to the exercises. The kindergarten boys and girls sat on the large platform or stage, which occupies one end of the room. In front of them sat the lieutenant governor of Massachusetts, Hon. Roger Wolcott, Hon. J. W. Dickinson, Rev. Charles G. Ames, Rev. Philip S. Moxom, D.D., Mr. John S. Dwight, Mr. Edward N. Perkins, Mr. Edward Jackson, Mrs. Julia Ward Howe, Mrs. William Appleton, Miss Mary Russell, and several of the teachers of the institution.

It had been announced that Col. Henry Lee Higginson would preside. As this gentleman was unable to be present on account of important business, Lieutenant Governor Wolcott kindly consented to occupy the chair. In opening the exercises he addressed the audience as follows :

ADDRESS OF LIEUTENANT GOVERNOR WOLCOTT.

LADIES AND GENTLEMEN : — It is a great surprise to me to have been called upon so suddenly and with no warning to take the chair, which Mr. Higginson would have graced far better than I can hope to do, and I am sure that my regret in being placed in this chair as a substitute for Mr. Higginson will be cordially shared by the entire audience.

I shall address you very briefly this afternoon, because indeed I do not think that many words are needed to express the great interest and pride the commonwealth of Massachusetts takes in this institution. Among the many beneficent educational establishments which are the pride and glory of our state, I suppose there is none that accomplishes a more touching and beautiful work than this institution, and certainly this kindergarten department of it is not the least interesting. Think for a moment just what the work is that is done here, what it amounts to. When a child is born deprived of the power of vision, or when after a few years enjoyment of the sight of the mother's face or of the thousand beauties of nature, when a curtain by accident or disease is drawn between the power of vision and the beauties of the exterior world, it might seem at first as if the cup of sorrow that was placed in the hand of the child was filled to overflowing, and as if it were the fate of that child through the years that must follow to drain that cup to its bitter dregs. Just there the beneficent and beautiful work of this institution comes in. It takes the child suffering under that deprivation, under that great misfortune, and it brings again into the life of that child the power of mental vision ; it brings again into its life the warmth and the light and sunshine so that that child

again is brought into close touch and harmony with its fellow-men, and in some measure, indeed in a great measure, can flow out and touch again the exterior world which to the rest of us takes up so large a part of our mental being ; so that we can say, *post noctem lux*, after night light, after this night of deprivation and of misfortune, this institution, with its wise management, its carefully studied method of reaching the soul and intellect of the child, comes in, and again where there was darkness there is light.

The foundation of this institution was laid on broad and wise lines by that devoted man whose soul was all aflame with love of humanity. Since his hands laid down the task the duty has been carried on by others. Additions have been made. It has been found that the work had to stretch out further and more broadly, and the hands that have carried that work on have been worthy to succeed to the duty laid upon them.

But, ladies and gentlemen, it has been found, it is always found, I believe, in every worthy enterprise, that the demand and duty of the managers always keep ahead of the means that are provided by the community to supply them ; and it is not surprising, as the work of this institution stretches out in one direction and another and takes in a wider field of usefulness and beneficence, that in order to keep up with the best thought and the best methods of the time those managers have found it necessary to keep ahead of the means that are provided.

It does not seem to me that any appeal can be made, certainly by me,— I shall look forward to the appeals that will be made by the other gentlemen — but it seems to me that no appeal can be made by me that will so closely touch your hearts as the appeal that is made by these children on both sides of me. I would that all in this community who are able, who have the means of giving, could be brought out here and could gaze upon these children and feel in their hearts the silent but touching and eloquent appeal that is made by them. I think if that could be, this institution would not long feel itself hampered for want of funds. But we are met here this afternoon not only to dedicate a new building,

but we are met here, I believe, also, to press upon the community the demands of this institution, its needs, and, to express, as I do, speaking in part for the commonwealth of Massachusetts, the hope and confident belief, that Massachusetts will not let an institution like this, an institution the fame of which has gone far beyond her own borders and has crossed the seas,—that this generous and enlightened state will not allow an institution like this to be long hampered for the want of liberal funds to carry out its great and beneficent purpose.

A "Dedication March," played by three little girls on the pianoforte, was the next number on the programme. "Every friend of the kindergarten knows flaxen-haired Sophie, and little colored Martha, and tiny Spanish Elizabeth. Everybody present was surprised and pleased at their progress in music."

A kindergarten exercise followed the march. Eight little boys and girls took part in this, illustrating "The Story of Friedrich Froebel." "Of course you all know," said the first little girl, "that this is Friedrich Froebel's birthday. He was born a long way from here, and you must go there in a steamboat. I have made the steamboat." Here she held up a clay model on which she had been at work for sometime.

The next girl showed a model of the house where Froebel was born, another, that of the church close by his house, and a fourth, a clay image of a bird that he loved. Then the boys took up the story. One showed the model of a flower that Froebel found in his daily walks. Now came the turn of little Tommy Stringer. At first he did not quite understand what was wanted of him; but soon he held up a ball and said: "He often gave little children pretty woolen balls to play with. I have made one-two-three-four-

five-six-yes, six balls." The child counted them carefully and accurately. Those among the audience, who remembered little Tommy's condition, when he came to the kindergarten two years before—a blind, deaf mute child, unable to express himself in any way, or to make known any of his wants, found it hard to believe their own eyes and ears.

After the third and fourth little boys had showed models of kindergarten blocks and of Froebel's monument, Mr. Anagnos held Tommy up in his arms, that all might see the little fellow, and said : —

Here is Tommy Stringer. This is the little helpless child, the puny weakly infant that came to us two years ago from Pittsburgh. In the great and opulent state of Pennsylvania there was no suitable place in which he could be cared for and educated, and he was about to be thrust into an almshouse, where he would have been doomed to intellectual and moral death. In order to rescue him from such a terrible fate, we did not hesitate to open our doors to him and undertake to raise the means for his support. When he entered the kindergarten he was a mere infant in development. He could hardly walk firmly, and his favorite mode of locomotion was creeping. He was more like a little animal than a rational being. His appearance indicated indolence, and he was utterly indifferent to what was going on around him. Now all that has been changed for the better, and Tommy is as active and lively, and appears to as much advantage as any child at the kindergarten. He has already learned to do many things with his hands readily, and to perform the tasks assigned to him intelligently. He is able to go about freely and to communicate with others by means of the manual alphabet, to dress and undress himself, to feed himself neatly at table, to participate in the exercises of the kindergarten and the gymnasium, to make these balls accurately and to count them correctly. His present condition when compared with that of two years ago shows a marvellous

transformation, and bears striking testimony to the benevolence and broad-mindedness of the people of this community, to whose generosity this great change is chiefly due. Nothing could have been accomplished without the fund raised for Tommy's benefit, and I gladly avail myself of this opportunity to thank most heartily each and all of the contributors to it. But in doing so I cannot refrain from reminding them, that the supply is nearly exhausted, and from begging them not to cease taking an active interest in the welfare of the unfortunate child. My last words to them are these: Stand steadfastly by him. Bestow your assistance upon him as long as he needs it, and I assure you, that you will have ample reward for what you have done for him in the consciousness, that you have helped to release a human mind from the awful dungeon of perpetual stillness and darkness and to make a living and thinking man out of a helpless and seemingly hopeless little creature.

At the close of these remarks, Lieutenant Governor Wolcott introduced the next speaker by saying: "That is what I meant when I said, that the most eloquent and pathetic appeal that would be made here this afternoon would be made by the children themselves. The Rev. Charles G. Ames can do better, if anybody. We are privileged to hear from him now.

ADDRESS OF REV. CHARLES G. AMES.

MR. WOLCOTT, MR. ANAGNOS, AND FRIENDS OF THE KINDERGARTEN:—It is a moment of something like abashment to me, because I am in the presence of those who have been witnesses of this beautiful and holy miracle through all its history, while I come to these premises today for the first time. What you have seen and been a part of I have learned about only at second hand. The fact that I have spent all this morning with your last annual report will explain the other fact that I have a good deal

more emotion than thought; for I think it quite impossible to be steeped in the atmosphere of such stories as are told in that book — quite impossible to read the wonderful correspondence, the inspired letters of Helen Keller, and the accounts of Willie Robin and little Tommy Stringer — and not be brought to a state of jelly-like sensibility. I have been moved by these stories to a much deeper respect for the kind of work which is being done here than I think any merely formal statement could possibly have produced.

I have one good qualification for saying a word today: I am what the Italians call *simpatica*. My heart beats in unison with yours. There comes before me a vision, not only of these two groups of children, not only of the other group in the larger and parent institution at South Boston, but of the statistics of blindness in the country, and of the fact that over all the world there are those who walk in shadows, who never see the light of the sun, who do not know that the grass is green, except as a name or a word, and who perhaps could not give a better description of the color "red" than that which was really given by a blind man, who thought it must somewhat resemble a clap of thunder. To us, whose eyesight gives ten thousand instantaneous and vivid impressions of form, color, distance and motion, it would seem that the absence of this sense must render it forever impossible to form any adequate or correct conceptions of external facts. But the glory and the beauty of the miracle to which I have referred appear in this: Divine love and wisdom, acting on the minds of these blind children, through human helpfulness, have so quickened the other senses as to bring them into vital communication with the whole world of reality. They have come to an appreciation of nature,—yes, and of what it stands for as a revelation of God's wisdom and goodness, such as the best endowed seem to reach only through the use of all their senses. For all the senses are resolvable by physiologists and psychologists into one at last; and however the testimony be brought home to the soul, if it only be brought home, the soul has found its open communication with the natural world, with the heart of the universe and with the light of God.

I think of these children, and of the method of discipline to which they have been subject, as one of the best interpretations which could possibly be given of the principles of education, and as the best illustration of its method. For after all, don't you know, the difference between these children and ourselves is not so great as it might be. We are all defective. We are all deaf and dumb and blind; we all come slowly into possession of any of our faculties. While reading the story of the difficulties, which the teachers have had in handling and bringing forward little Tommy, I had to keep saying to myself "it is I, in a looking-glass, I have had to be treated by some such method, even if my faculties have opened with less obstruction." As the doctors learn what is normal partly by studying what is morbid, so may we all collect clearer notions of the perfect from studying the defective. These children illustrate all humanity; and their successful training lights the pathway which every child must travel.

If we think of it long, deeply and often, nothing will affect us more like a divine miracle than the processes by which our faculties are opened into anything like rational activity; the processes which bring us into participation of the world and ability to recognize each other, to observe the phenomena and appropriate the benefits that lie about us; and most of all to be able to read the meaning of our own experience in consciousness, as one ray of the ever shining and infinite Light. But these processes have been accomplished in these children; and the stories told by their teachers, by Mr. Anagnos and by themselves, so far as they appear in print, all read like the records of religious experience. These children, coming to the discovery of themselves and of their relations to a higher Spirit, are deeply moved in the very interior of their life; they are stirred by a sense of reverence, wonder, trust and beautiful love. Such tales impress one like Holy Scriptures, like the simple confessions of souls that have communed with the Most High, like the utterances of child-like innocence unconsciously opening toward the Infinite.

The marvel is that what has come to us, with our comparatively full endowment, has come to them in their state of need, with

faculties arrested, with sentiments depressed and with powers benumbed, not simply by privation, but by actual disability and impairment of an organic kind. And here underneath throbs the human heart ; here underneath lives the spirit of its aspirations ; here underneath works the infinite and divine power which has made our hearts beat and which has lighted up the universe with glory. As they are to share it with us, we may humbly and reverently thank God that they help us better to understand ourselves.

Now when the infinite Worker wills to create a new form of life, the first thing He does is to enclose a little space and make it his workshop. For what we call a cell—the minute bubble with its thin wall of membrane, which holds a nucleus of protoplasm, an atom floating in a little pool of liquid,—is the kind of workshop within which He begins the structure of every organism, every living thing. And when we would elaborate some spiritual product, we often find it necessary to enclose a little space in walls which shut out interference, and shut in the necessary power. In short we construct a cell, a building, within which we may do our best and finest work. Such a cell is every home, church or schoolhouse. This kindergarten for the blind would be impossible without a building. Its expansion is impossible without more buildings. As cells multiply themselves, so this institution, being thoroughly alive and divinely charged, and being in communication with those other cells which we call human hearts, is sure to multiply itself by the law of its nature and the urgency of its needs.

A French woman who has observed our American affairs says : “In this land, a suggestion soon becomes a fact.” It was only necessary to suggest this institution, and it came. It is only necessary to suggest that it must expand, and it will expand. I do not think it can be necessary to plead and plead for money,—to work the pump with immense agony and stress and strain ; such a beautiful purpose as this must make its own tender appeal. Only let the need be seen, and the means will come.

According to Walter Besant, “when any trusted and disinterested person is able to say, ‘this is a good cause, and we must

put money into it,' we *do* put money into it." And because disinterested persons, whose judgment we trust, are saying that thing concerning this institution, I think Mr. Anagnos may work with joy by day and sleep in peace at night. In good time the funds will be forthcoming; the cells will multiply; the divine industry will go on and expand; and so long as the least of these little ones have need, there will be a continuous repetition of that beautiful miracle of power, wisdom and goodness which today gladdens our eyes and moves our hearts.

At the close of Mr. Ames' address, the girls' happy voices were heard in a Spring Song. Mrs. Julia Ward Howe then read the following poem, written for the occasion.

There is a kingdom of the mind
 More regal than the realm of sight;
 Richer than gold or gems combined,
 Man's true inheritance and right.

Dark ignorance doth wall it round,
 And watchful guardians keep the key
 By which the entrance may be found
 To that domain of Majesty.

There dwell great sages of the past,
 The leaders and the saints of old,
 Souls in such noble features cast
 As have succeeding time controlled.

These little ones, whose darkened eyes
 Afford no lesson of the day,
 Stand waiting in a mute surprise
 Till we shall ope to them the way.

Say, shall they live and only hear
 Of joys which never can be theirs,
 Like sheep who know the pasture near
 Their sorrowing hunger never shares?

Our eyes are flooded with the light,
 And varying charm of form and hue;
 Oh! give to them the inner sight
 That brings the heavenly truth in view.

Our feet are free to come and go,
 But theirs are chained with doubt and fear;
 Then should our love console them so
 That they shall rest on comfort near.

When Man's Redeemer heavenward sped,
 He uttered a command of might:
 "Feed ye my sheep, my lambs," he said,
 And softly vanished from man's sight.

So, pausing for a fitting word
 These happy portals to unlock,
 From distant Palestine I heard
 The gracious message, "Feed my flock."

Sure when shall come the solemn hour
 That links us with death's shadowy sleep,
 This thought shall have uplifting power:
 Oh Master! we have fed thy sheep.

The thoughts of many who listened to her voice were turned back to the past, to the husband of this gifted woman, the man who first called together the band of little blind children, and, obeying the divine injunction, fed the flock of maimed lambs, devoting his life to their cause, from the prime of a young and noble manhood, to the serene evening of old age. Others remembered also the beautiful and gracious daughter of the founder, who herself labored long in the cause—whose last words were: "Take care of the little blind children." And thus, as the poet read her sweet verses, "shadows twain" seemed to stand beside her, blending their voices with hers, and adding their appeal to the hearts of all present.

The reading of the poem was followed by music—the “Froebel March,” rendered by the orchestra of little boys, after which the Rev. Philip S. Moxom, D.D., was introduced to the audience, and spoke as follows:—

ADDRESS OF REV. PHILIP S. MOXOM, D.D.

MR. CHAIRMAN AND LADIES AND GENTLEMEN:—I think perhaps it would be just to say a word as to why I am here, having been substituted at a very late hour to fill a vacancy that occurred in the programme. Only twenty-four hours ago, it seems to me, perhaps it was forty-eight, Mr. Anagnos came to me saying that the speaker whom he had expected would be absent from the city, and asked me if I would come and speak. He has a very taking way with him, and I could not say no. Although if I had had a spark of good sense, as it seemed to me at the time and indeed all the time since until within the last half hour, I should have said no to him, having spoken every day this week, while suffering with a cold that made me hesitate an hour before I came here whether I should not go home and send word that I could not be here. And yet I cannot be too thankful for the accident and for the want of good judgment on my part that brought me here. It is not very often in life that one is glad because of a want of good judgment.

This is my first visit to this institution. I am sorry to confess that; but we who are busy,—so busy in this world as some of us seem to be,—find that there are many good things about us with which we do not come into immediate contact. We are like that girl we read of in “Faith Gartney’s Girlhood,” who said: “Laws a me! Sech lots of good times in the world, and I aint in ’em!” There are many good things in which we are not. But I have been so affected, overpowered I may say, by what I have seen and felt today, that I find it very difficult to speak. I cannot remember a time in my life when I have been so profoundly affected save the occasion on which I met Helen Keller. As I watched this

child sitting near me [pointing to Willie Elizabeth Robin] to whom two at least, yes, three, of the main gateways of life seemed to be absolutely closed, and saw her coming into communication with the world as the result of tender and wise teaching, and find her by her every action expressing her understanding of this communication into which she has come by the rapid and significant touch of skilful fingers on her delicate, sensitive hand, through which she attains a quickness of perception such as we find our ears too slow to achieve even with all our advantages, I confess my heart has been so much moved that it is difficult to put my thoughts into words. At least, then, whether you get anything or not as the result of my coming here this afternoon, I have got very much which I shall keep as long as I live. It seems to me I never shall get down quite where I was before; I feel that I have been set a little higher in feeling, and surely a little higher in thought, by the influences that fill this place.

Many years ago, more than twenty-five, while an impressible student, having come home from the army at a time when most boys have been busy studying and reading, with my heart and mind as sensitive in some ways as a child's because of the very absence of certain impressions, I went immediately into the preparatory class of a western college, and very soon came in contact with that poet, whom every one loves immediately, especially the young, that is, Elizabeth Barrett Browning. I remember then being deeply impressed by a sonnet of hers, so deeply impressed indeed that I have never forgotten it. Possibly I have read it once in the last twenty-five years, but certainly not more, and every word lives in memory still. I vaguely felt then, as I have come clearly to see since, that it expresses a great spiritual truth. Perhaps you will recall the lines; they must be familiar to you all:—

Each creature holds an insular point in space :
 Yet what man stirs a finger, breathes a sound,
 But all the multitudinous beings round
 In all the countless worlds, with time and place

For their conditions, down to the central base,
 Thrill, haply, in vibration and rebound,
 Life answering life across the vast profound,
 In full antiphony, by a common grace !
 I think, this sudden joyance which illumines
 A child's mouth sleeping, unaware may run
 From some soul newly loosened from earth's tombs.
 I think, this passionate sigh, which half-begun
 I stifle back, may reach and stir the plumes
 Of God's calm angel standing in the sun.

Science has taught us much, in these recent years, of the solidarity of the race and of the integrity of the physical universe ; and our thought has reached out to a conception of the spiritual integrity of humanity, and up to the spiritual solidarity of all rational beings. But the poets have anticipated the scientists. They have given us, as we can see by recalling their words and their work, prophetic intimations of that which at last science has elaborated ; and we find the physical sciences attain their largest significance after all in this,—that they reveal facts which it is not in the power of scientific formulas to express.

Those of you who went to the Centennial Exposition, the few of you who are old enough to have gone to the exposition at Philadelphia in 1876, remember the main building,—how interesting it was, how full it was of all varieties of fabrics. There came into that building one day a young girl leading by the hand a woman, apparently her mother, as she proved to be. The mother was blind. Everywhere in the aisles were placards bearing the legends : “ Hands off,” “ don't touch the fabrics ; ” but everywhere as this girl led her mother and tried to be eyes for her, describing the things that she saw, instinctively the blind woman reached out her hands to touch the objects and so to aid her perception by the sense of feeling ; and from one end of that great building to the other, every soul, American, Englishman, Frenchman, German, Scandinavian, Italian, Spaniard, Turk, Chinese, Japanese,—everyone put every fabric he had within the woman's reach and helped

her hands to it. It seemed as though the isolation of that woman from her kind by the loss of sight was a mute and effective appeal to every heart of whatever kindred or whatever people, and throughout the building to that appeal there was instant response. One felt, as he witnessed that affecting sight, the deep lying oneness of the human race.

As we reflect upon the history of human progress from its dim and remote beginnings we perceive that that history illustrates a twofold process. There is, first, the process of individualization,—the development from the common unit of humanity, the savage, who is much like every other savage, of the highly specialized, refined and cultivated type of man who represents and embodies the best civilization of today. Long ago Coleridge pointed out that in nature, from lowest form of organic being to highest, there was a perpetual struggle toward individuality. That struggle has gone on in the experience of the human race. We are getting continually a higher type of individual.

There is, second, the process of integration. These two processes are not successive but synchronous. A savage people is mainly a mere aggregation, held together almost as loosely, save for a few animal ties, as shot are held in a bag. But history witnesses a process of social integration going on along with the process of individualization,—the development in the consciousness of the individual of the organic consciousness, the consciousness of moral social ties binding men into a common life, which constitutes the spiritual solidarity of the race. Thus the ideal rises in thought: a prophetic type of humanity as a great living social organism, in which the individual is not lost, but in which, rather, he finds his highest perfection. In the perfected society the perfected individual realizes his glorious destiny.

Something of this integrating process we can easily trace in the life about us. We see, indeed, a partial realization of it in the best social life of our time. More and more we are brought to see that it is the spiritual ties which bind us into real unity, and not merely the physical. As we attain to this sense of our unity, as

we come to feel how closely and enduringly we belong to each other, there rises in us the divine impulse to aid the divine process going on in the spiritual realm; whenever we find an individual imperfectly emancipated and therefore imperfectly incorporated in the higher social life, then it is that we need but the touch, the silent appeal, of such a sight as is before us now. As I sat here in my chair and looked around, again and again I had to turn away, for my eyes so filled with tears that I could not see the faces of these children, shut out by accident or by disease from contact with their fellowmen. When we saw this child, as I said a moment ago, with three avenues of life closed, how the impulse and yearning arose in our hearts to remove in some way the barriers in order that the individual life might go out in the full exercise of all its power and possess its heritage.

In helping them to this emancipation are we not getting more than we give? There is no unselfish ministry in this world, the reflex of which is not richer than the outflow. For every soul that is set free, whose prison doors are unlocked, the deliverers receive more than they give. In relation to such work as is going on here, I confess the whole matter of giving money takes on a new aspect in my mind. Instead of conferring a favor it is seizing an opportunity for doing one of the greatest things that a human being can do, it is sharing directly in the transformation of that which is merely material into forms of the highest spiritual value. No matter how vast the amount, what is money compared with the emancipation of the soul of this boy that stood here before us and talked mutely with his hand through the sensitive nerves of his teacher? What is money compared with such emancipation as this which is going on in all these children? It is not a mere appeal; it is opening a door of opportunity for you to turn your money into that which has so high a value that it can be expressed by nothing material.

I sometimes wish I were rich; not often, for I do not covet the cares and anxieties that come with riches. I would rather be free from the burden of looking after much wealth. But at such a

time as this I wish I were rich. How gladly would I lay the utmost treasure that I possess upon the altar of such service as this, for such a work as this, for the realization of the divine idea and divine ideal in the complete emancipation of the individual, and through this blessed work, the higher and holier integration of human hearts and human lives in one great fellowship of those whose law is love.

The Hon. J. W. Dickinson then made a brief address.

ADDRESS OF HON. J. W. DICKINSON.

LADIES AND GENTLEMEN:—The dedication of a new school-house is an important event. It signifies that an addition has been made to the educational wealth of a community, and to the means of intellectual instruction. The importance of the event is due to the relations which the education of the human individual holds to his own well being and to the well being of the social state of which he must form a part.

Personal experience and observation have established the truth that human character is the product of human activity—that the mind begins to develop itself when it begins to exercise its power. But the young have no free will of their own. Their activity is occasioned by influences existing outside their own minds. They therefore need the directing care of other minds until they are conscious of possessing for themselves the power of self control.

If the young are not subject to such direction from the first, they will be in danger of forming wrong mental and moral habits, and these early habits will grow in strength until they control the modes of thinking and acting and establish the character. The directing power should not be so applied as to repress the early spontaneous activity of the child, nor turn it into unnatural channels—but simply to direct it in forming simple ideas and good habits. The home is the place where the education of the child must begin. The mother as she watches for the first expression

of infant intelligence should be prepared to surround her child with such influences as will direct its first activity towards a right development of its active power.

Kindergarten exercises, if conducted by an intelligent teacher, who understands the nature of the infant mind, and the laws that control its individual and social development, will best prepare it for the first exercise of its power and for elementary instruction in the primary school of our system. The children who come from the kindergarten into our primary schools use their powers of observation with great facility and accuracy in the study of natural objects for a knowledge of their qualities and their uses. Their familiarity with the simple ideas of form, color, and number prepare them well for the nature studies now introduced into the elementary schools.

They excel in the study of numbers, in drawing, and in exercises connected with manual occupations, and in the use of the creative faculty. They have an intelligent use of the language they employ in expressing their elementary ideas. They are distinguished for their power of self-control, which enables them to yield a more ready obedience to the rules and regulations of the school.

For these reasons the kindergarten should have a place in every complete system of educational institutions.

It is generally admitted that simple instruction is never able to create a faculty, nor to give to those faculties already created unlimited power. Yet in our celebrated schools for the blind and the deaf, it seems to the observer that the human mind may be trained to see with the hands and hear with the eyes. Such training is of inestimable value to those who receive it.

These are the schools that deserve the special sympathy and support of every intelligent community.

A visit to this pioneer school for the instruction of the blind will convince the intelligent observer, that the spirit of the kindergarten prevails in all grades of its work ; that its methods of teaching are founded on the laws of the human mind ; that its teachers

are thoroughly devoted to the important and difficult tasks committed to their charge ; and that the results produced in the minds of their pupils are of the highest importance to them and to the state.

The last song on the programme was another spring melody,—“Over the bare hills far away.”

As Dr. Samuel Eliot, president of the corporation, was confined to his house by illness, he sent a written report of the financial condition of the kindergarten. It was as follows : —

Boston and other places have been aboundingly generous to this kindergarten. A large amount of money for land, buildings, endowment and current expenses has been given us. Is it possible we can ask for more? Only because during the last year the stream has ceased flowing and left us with financial responsibilities for meeting which we are compelled to call again upon the bounty of this generous community.

We owe \$20,000 on the new buildings. We are involved in much larger daily expenses by the increase of teachers, children and attendants. It will be seen today, that the number of children has grown from 36 to 51, and there are 16 applicants for admission. One of these is to be received tomorrow. Probably the annual cost of carrying on the kindergarten will require \$10,000 additional income.

This then is the necessity. \$20,000 to pay off all liabilities for the new buildings, and \$10,000 income for current expenses, the latter to be provided as rapidly as possible by an increase of the kindergarten endowment.

After reading this statement, Mr. Anagnos spoke substantially as follows :

The communication from our esteemed president covers the ground so thoroughly, that it leaves nothing more to be said in this

connection. Although very concise in form, his statement is full of information and places before you all the essential facts and figures relating to the financial condition of the kindergarten so impressively and in such a clear light as to render it wholly superfluous for me to dwell upon them. Therefore I will refrain from taxing your patience with any further remarks on this point; but I beg leave to say a few words concerning the rapid growth of the infant institution and its future development.

There are at present 52 children under this roof. Next September this number will be increased to 64 at least. Each of the two buildings is designed to accommodate 34 pupils, making 68 in all. Hence the hope, that we should have plenty of room for several years to come will not be realized. It will prove merely a pleasant but delusive dream. Another edifice will soon be demanded.

A few weeks ago when I called upon my dear mother-in-law to request her humbly to write the poem, to which you have just listened with marked interest, I alluded very timidly to the dawn-necessity for an increase of accommodations. She instantly replied: "Oh, pray do not ask for more buildings. Be contented with what you have and keep quiet for a while. Take a little rest yourself, and let us have some of it, too." Well, ladies and gentlemen, the advice was unquestionably very wise and acceptable. The course prescribed for my own benefit as well as for that of others seemed to be exceedingly attractive. I am very desirous indeed of obtaining some needful rest. Nay, I crave it; but I can neither have it myself nor let others enjoy it. Oftentimes the thought occurs to me, that it would be well to lay aside temporarily my plans for further development and to devote myself wholly to the details of the work of the school and to the administration of its internal affairs, leaving all else to chance; but when I come to the point of making such a decision I cannot do it. I am not able to contain myself. The voice of these dear little boys and girls has the force of a battle cry or of a bugle call in my ears. To its thrilling summons I cannot turn a deaf ear. I

am not master of the situation nor of my movements. The consciousness of their needs has created in my heart a burning fire, which I can neither smother nor endure passively. I must labor to the best of my ability to lighten their affliction. I firmly believe, that great blessings will result to them from such an early education as the kindergarten is able to give. Therefore it must be procured for them. My greatest joy in life is to serve them in this direction and to devote unreservedly whatever energies and strength I may possess to the advancement of their cause.

In the name and for the benefit of these innocent victims of one of the severest of human calamities I come before you to solicit for them your sympathy, your coöperation and your liberal aid. I beseech you to heed this earnest request and help us to pay off the debt incurred for the construction and furnishing of the new buildings, to complete the addition to the endowment fund and to increase the number and amount of annual subscriptions,—so that we may raise a sum of money sufficient to defray current expenses.

These are the needs which press heavily upon us at present and require immediate removal, because they render the burden of our responsibility too onerous to be borne safely. But pray do not allow yourselves to think even for a moment, that the supply of these wants will put an effectual end to our demands. To entertain such a thought would be a grave mistake. Nothing is further from my intentions than to give you such an erroneous impression. On the contrary, I deem it my duty to serve notice here and now, that ere long more will be required.

Our system of education, with its constant improvements and the many additions made recently thereto, is still very incomplete. It does not reach far enough. The narrowness of its limits is clearly shown by the fact, that special provision has to be made for the instruction of all such students as wish to be fitted for an academic course. Hence it must be reconstructed, enlarged, broadened and deepened, so that it may carry the pupils from the kindergarten through the various school grades and leave them at the very threshold of the university. A diploma awarded

by the authorities of the Perkins Institution ought to mean much more than it now does. It should be a regular and all-sufficient passport, on the presentation of which at the entrance of any of the leading colleges of New England the gates should be flung wide open and its bearer should be admitted to the classic or scientific halls without further preparation.

Complete plans both for the reconstruction and extension of our system of education and accurate estimates of the cost of carrying them out have been prepared with great care and study and are ready to be submitted to the consideration and scrutiny not only of the friends and benefactors of the blind but of the community at large.

Of these you will hear more fully in the future. At present let me entreat you with all the earnestness that I can command to keep the cause of these dear little children near to your tender hearts, to warm it with your cordial sympathy and active interest, and to give us such generous aid as is indispensable for the support of the kindergarten and the fulfilment of its holy mission.

At the end of Mr. Anagnos's remarks the exercises were closed and many of those in attendance went directly to the desk near the door of the hall, where the acting treasurer for the day, Mrs. Thomas Mack, a staunch friend of the infant institution, was receiving donations and annual subscriptions.

REPORT OF THE MATRON.

TO MR. M. ANAGNOS, *Director.*

SIR:— I have the honor to submit the following brief report of the kindergarten for the year ending September 30, 1893.

The cycle of seven years, which have elapsed since the infant school was founded, has been a period of such rapid growth and such uninterrupted prosperity in this branch of the education of the blind, that we are justified in expecting to see, at no distant time, the consummation of those ardent wishes, and the realization of those larger hopes, which the immense strides made in our work lead us so eagerly to indulge in, while we may also hope soon to behold the accomplishment of undertakings still more arduous than those which have been already achieved.

It becomes more and more evident as our experience increases, that the systematic instruction of the blind should begin in very early youth. Undeveloped bodies, untrained hands, and undisciplined minds ought not to be left in a state of arrested development or to that of chance alone. The painful consequences of delay in this matter are only too evident in many cases which come under our personal observation, while instances could be multiplied to show the favorable results of early training.

Our intelligent and sympathetic teachers are tireless in their efforts to aid every child, and to this devotion is due the surprising change which is brought about, often in a

few weeks' time. More than one mother has said, even at her first visit, "I should not have known him. I could never interest him in any thing, and I feared he was not bright. He did not seem to know how to play."

Knowledge of the child's needs and the command of resources to supply them, together with a love of children, are potent factors in overcoming physical, mental and moral inertia. One little fellow who came recently and who cannot use the word "kindergarten," flatters us, though ever so delicately and unconsciously, by calling it "Kingdom Come."

Scores of sightless children in New England are growing up, not in ignorance alone, but in helplessness both of mind and body. The personal effort, which is needed to search out these cases and to assist in bringing them to our notice, can be efficiently rendered by all those who recognize the claims of misfortune upon them.

The past year has been a period of transition in our history. Many changes have occurred, and these have made possible rearrangements of households, and a far more systematized and satisfactory adjustment of all the work of the school. As the new building was not ready at the beginning of the term, the work was carried on in the house, which we had occupied from the opening of the kindergarten. Much inconvenience and some confusion resulted from the unavoidable overcrowding, but we looked hopefully toward the completion of the new house, the finishing of which was rapidly pushed.

On the 27th of January, 1893, twenty girls were transferred to their new home, and a second household was formed, which numbered, with its complement of teachers, officers and domestics, thirty-one. The building was dedicated on Froebel's birthday, April 21st. The number of pupils was soon

augmented by the admission of many applicants who had long awaited this opportunity of entering the kindergarten. At the end of the year there are sixty-four pupils, thirty girls and thirty-four boys.

The new gymnasium is well adapted for its use. It is supplied with the best apparatus, and in its management physical exercise receives careful attention. The free standing Swedish movements have proved beneficial to our small children, aiding them to correct and to overcome bad habits. In cases of retarded physical development and of constitutional delicacy of organization there is need of a course of medical gymnastics.

While the exercises of the gymnasium are of unquestioned value, nothing can take the place of out-of-door play for these children. Romping and running, games and sports in the open air, and walks, which create an interest in the outside world, will make healthy and happy boys and girls.

A long-felt need has just been met by the introduction of the sloyd system as applied to sewing and knitting. The instruction in this work is given by Miss Anna Molander of Finland, a teacher of experience in the schools of that country. The application of the principles of sloyd to this department of handicraft is of great value, especially to the blind, and the results of the training of these little children in its methods are already noticeable.

An exhibit was prepared for the World's Fair, which represented all the kindergarten gifts and occupations. The work compared most favorably with that of ordinary children, showing a dexterous and skilful use of the needle, neatness in execution, and some original ideas which were highly creditable.

It is with a sense of gratitude that we record the entire freedom of both households from epidemic diseases during

the year. One little girl has developed a lingering complaint, but this, we have reason to hope, is yielding to skillful treatment. With this single exception, the health of the children has been exceedingly good. We desire, in this connection, to acknowledge the many favors which we have received from the Children's Hospital, and the great kindness of our attending physician, Dr. Henry W. Broughton, who continues most generously to render voluntary service.

In kindergarten training, music holds an important place. Every requirement for thorough work in this department is fully met, and the results are satisfactory. One pupil receives instruction on the violin, and thirty-five on the piano-forte. All the pupils are arranged in classes which meet daily for instruction and practice in singing. The performances of the kinder-orchestra have been very much improved.

We are indebted to Mrs. J. T. Coolidge for the gift of an automatic organ; and to Mrs. Oliver Ames for a fine cornet.

Grateful acknowledgment is due to the Ladies' Visiting Committee for frequent visits and for wise suggestions and advice. The personal interest which they have manifested in our work is both inspiring and helpful.

The King's Daughters of Newton have generously contributed clothing for the benefit of several children, who were needy, in addition to defraying the expense for board of three children during the summer vacation.

The Sunday-school class of Miss L. M. Angus, First Congregational Church of Chelsea, raised seventy-five dollars for the board of Willie Elizabeth Robin for the summer.

We are under great obligations to Mrs. Thomas Mack for the gift of a set of ventilators for the schoolrooms. A generous supply of towelling was also contributed by Mrs. Mack.

These few years of instruction and training have developed in Willie Elizabeth Robin many interesting mental characteristics, as well as the ability to communicate freely with those about her. She has long used the manual alphabet with great facility, but her achievements in articulation lead us confidently to expect, that she will eventually rely upon this means of intercourse. The quickness and delicacy of Willie's perceptions amount almost to intuition. She is a close observer and an eager questioner. Both in the thinking and reasoning powers and in the execution of tactile tasks, she is at the head of her class.

In October, 1892, it was decided that Willie should visit her home in Texas, accompanied by her teacher. She took an eager interest in all the necessary preparations for the journey, and nothing gave her more pleasure than to be allowed to render some assistance in making ready for the great event. We shall remember with great pleasure the scene in the railway station while Willie *said* her good-byes. The child's sweet face and animated figure, her eyes full of joy and gladness, her whole being expressing radiant youth, gave no suggestion of the sad limitations of which she is so little conscious.

There is a pathetic interest in the story of the meeting with her parents and sisters, and of her visits to the several places where she had lived. Early childish experiences were recalled, and Willie fully realized the change, which had taken place in herself,—the darkness from which she had emerged into light. Willie returned to the kindergarten in January, and resumed at once her customary tasks, apparently with keen enjoyment. The summer vacation was spent, as last year, with Miss Poulsson.

Reviewing the work of the year, we are gratified to record the progress which has been made by Tommy Stringer.

At the beginning of, the year he knew barely two hundred words and could use only sentences of a few words each. Tommy is now seven years old. The following is a programme of his daily work, varied, of course, as circumstances may require.

He dresses without any assistance, and after breakfast is over he makes his own bed. All his tasks are very neatly done. During the first school hour he receives the morning talk and object lesson with his class, the teaching being interpreted to him by his private teacher, who sits by his side during all the class work. The Gift and gymnastics follow in order, and then a brief lesson in writing, leaving time for a walk before dinner. The Occupation, reading and knitting, with plenty of time for play, fill the afternoon hours.

An exceptional instance of readiness in his mental activity was shown when Tommy began to learn to read. A few preliminary lessons were given to him and in a week's time he was reading in a book. He enjoys class work and makes better progress when with other boys than when working alone with his teacher. He has prepared a full set of kindergarten sewing and weaving, which is to be preserved.

During the winter Tommy became interested in watching the growth of plants. He soon assumed the duty of watering them, and this little task affords him great pleasure. He planted some peas and watched with intense delight the development of plant and flower and fruit. When the peas were well grown he gathered and ate them.

The summer vacation was spent with his teacher at her home. The freedom of country life proved very beneficial to him, and he was well and very happy all the time. He became acquainted with the various occupations incident to farm life, and he delighted to render assistance in the milking of cows, and in other work — or play — which familiar-

ized him with animal life and with the more simple processes of agriculture. He went about freely, and he gained steadily in strength and ease of motion.

At the close of the year Tommy articulates some words and a few sentences quite distinctly. The tones of his voice are very pleasing, and there is no doubt of his ability to speak readily, with a due amount of training and practice.

There have been irretrievable losses during the past year in the removal by death of friends whose places can never be filled. The kindergarten has no heritage so precious as the memory of those whose words and deeds and benefactions have made these walls blessed; and the place whereon we have builded, holy ground.

Respectfully,

ISABEL GREELEY.

LIST OF THE CHILDREN.

Almy, Lilian.
Bailey, Minnie A.
Coberg, Margaret.
Colyar, Amy H.
Forbush, Vinnie F.
Gilman, Lura.
Goggin, Mary.
Griffin, Martha.
Hamlet, Ethel.
Heap, Myra.
Hughes, Mattie.
Kennedy, Annie M.
Kennedy, Nellie A.
Kent, Mary Ann.
Lewis, Jessie.
Longley, Cora A.
Matthews, Clara.
McKensie, Maggie.
Muldoon, Sophia J.
Newton, Eldora B.
O'Neal, Katie.
Orens, Emily A.
Puffer, Mildred E.
Robin, Willie Elizabeth.
Root, May E.
Saunders, Emma E.
Thurley, Blanche M.
Veasey, Emma A.
Wagner, Alice M.
Wagner, Grace.
Aberg, George H.
Amadon, Charles H.

Barnard, Richie J. C.
Bradley, Edward F.
Butters, Albert W.
Cunningham, James H.
Delude, Louis.
Dewhurst, Henry.
Dodge, Wilbur F.
Fuller, Albert.
Harvey, Lyman K.
Jacobson, Guy H.
L'Abbé, Henry.
Lawton, George.
Lester, James.
Levin, Barnard.
Manion, Lawrence.
Martello, Antonio.
Muldoon, Henry M.
Muldoon, Robert D.
Nilson, Frank.
O'Brien, William.
Rand, Henry.
Rochford, Francis J.
Ryan, Edward D.
Simpson, William O.
Shea, James.
Stringer, Thomas.
Stuart, Edwin.
Vaughn, William M.
Walsh, Frederick V.
Washington, Arthur S.
Williams, Albert L.
Younge, William L.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world, which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I.—Acknowledgments for Concerts and Operas in the City.

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager, of the Boston Theatre, for a general invitation to four operas, two Wagner concerts by the Seidl Orchestra and to several representations of "The Old Homestead."

To the Händel and Haydn Society, through its secretary, Mr. Charles W. Stone, for forty-eight tickets to one concert.

To Messrs. Abbey, Schoeffel & Grau, through Mr. E. W. Tyler, for sixty tickets to one concert by the Damrosch Symphony Orchestra. To the same for a pass to the entertainment "A Trip to the Moon."

To Mr. F. P. Bacon, for forty-nine tickets to the first, and thirty-three tickets to the second Wolff-Hollman recitals.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts.

To the Cecilia, through its secretary, Mr. Francis A. Shave, for an average of fifteen tickets to each of four concerts.

To Mr. George Foxcroft, for a general invitation to two Star course entertainments.

To Prof. Carl Baermann, for twenty-nine tickets to each of four chamber concerts.

To Messrs. Steinert & Sons, for twenty-eight tickets to each of two Busoni pianoforte recitals.

To Mr. Ernst Perabo, for ten tickets to one pianoforte recital and a pass for twenty-five to attend a miscellaneous concert.

To Messrs. Smith & Beardsley, for twenty tickets to one concert.

To Mr. Arthur Foote, for six tickets to one concert.

To Mr. John Orth, for four tickets to each of four musicales.

To Messrs. Chickering & Sons, for ten tickets to Fanny Richter's pianoforte recital.

To Mrs. Sherman Raymond, for six tickets to one Beacon Orchestral Club concert.

To Mr. E. W. Tyler, for six tickets to one Brodesky Quartette concert.

To the managers of the Mechanics' Fair, through Mr. E. N. Lafricain, for forty-one admission tickets.

To Mr. J. H. Wiggin, for a pass admitting sixty-two to the performance of "Richelieu."

To the Phillips Church, for fifteen tickets to a course of concerts and lectures.

To the Broadway Universalist Church, through Rev. J. J. Lewis, for a general invitation to all their concerts and lectures.

To the St. John Methodist Episcopal Church, for twenty season tickets to a course of six lectures.

II.—Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and lectures given from time to time in the music-hall of the institution, we are greatly indebted to the following artists :—

To Mr. George W. Want, assisted by Mr. George J. Parker, Mr. A. B. Hitchcock and Mr. D. M. Babcock, for one concert.

To the same, assisted by Mr. D. M. Babcock and Mr. Leon Keach, accompanist, for one concert.

To Fräulein Adèle Lewing, for one pianoforte recital.

To Mr. Albert H. Munsell, for one lecture.

To Mrs. Julia Ward Howe, for one lecture.

III.—Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest:—

| | | |
|--|-----------|--|
| The N. E. Journal of Education, | . . . | <i>Boston, Mass.</i> |
| The Atlantic, | | “ “ |
| Boston Home Journal, | | “ “ |
| Youth's Companion, | | “ “ |
| Our Dumb Animals, | | “ “ |
| The Christian Register, | | “ “ |
| The Musical Record, | | “ “ |
| The Folio, | | “ “ |
| Littell's Living Age, | | “ “ |
| Zion's Herald, | | “ “ |
| The Missionary Herald, | | “ “ |
| The Well-Spring, | | “ “ |
| The Century, | | <i>New York, N.Y.</i> |
| St. Nicholas, | | “ “ “ |
| The Journal of Speculative Philosophy, | . . . | “ “ “ |
| American Annals of the Deaf, | . . . | <i>Washington, D. C.</i> |
| The Étude, | | <i>Philadelphia, Pa.</i> |
| The Silent Worker, | . . . | <i>Inst. for the Deaf-Mutes, Trenton, N.J.</i> |
| Church's Musical Journal, | | <i>Cincinnati, O.</i> |
| The Music Review, | | <i>Chicago, Ill.</i> |
| The Messenger, | | <i>Ala. Academy for the Blind.</i> |
| Tablet, | | <i>West Va. Inst. for Deaf-Mutes and Blind.</i> |
| The Inst. Herald, | . . . | <i>Florida Institute for Deaf-Mutes and Blind.</i> |
| L' Amico dei Ciechi, | | <i>Florence, Italy.</i> |

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

EDWARD JACKSON, TREASURER, *in account with the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,*
for the Year ending Sept. 30, 1893.

| RECEIPTS. | | EXPENDITURES. | |
|--|-------------|--|------------|
| <i>General Account.</i> | | | |
| Balance on hand Oct. 1, 1892, | \$13,103.02 | Drafts on general account, | \$3,439.80 |
| Income from invested funds, | 38,267.59 | " " kindergarten account, | 57,500.00 |
| | | " " printing account, | 6,345.70 |
| From State of Massachusetts, | \$30,000.00 | Paid C. J. Peters & Son, account printing, | 472.50 |
| " " Maine, | 3,900.00 | " treasurer for clerk hire, | 250.00 |
| " " New Hampshire, | 1,500.00 | " for check book, | 3.00 |
| " " Vermont, | 2,400.00 | " safe rent, | 30.00 |
| " " Rhode Island, | 3,825.00 | Invested on mortgage, | 20,000.00 |
| " " Connecticut, | 5,100.00 | Balance on hand Sept. 30, 1893, | 3,248.45 |
| Legacies, T. O. H. P. Burnham, | 5,000.00 | | |
| " Mrs. Charlotte Billings Richardson, | 1,007.69 | | |
| " Mrs. Mary F. O. French, | 250.00 | | |
| Donations, | 135.00 | | |
| Amounts received from M. Anagnos, | 4,851.26 | | |
| State of Massachusetts, account Edith Thomas, | 300.00 | | |
| Unexpended balance of auditors' draft, M. Anagnos, | 157.71 | | |
| | \$58,426.66 | | |
| <i>Kindergarten Account.</i> | | | |
| Donations, Mrs. Warren B. Potter, | \$5,000.00 | | |
| " other sources, | 20,229.81 | | |
| Legacies, Mrs. Eliza B. Seymour, | 5,000.00 | | |
| " Miss Rebecca Salisbury, | 200.00 | | |
| " Mrs. Elizabeth W. Gay, | 7,700.00 | | |

| | | |
|--|--------------|--------------|
| Board and tuition, account Tommy Stringer, | 400.00 | |
| " " " Guy Jacobson, | 300.00 | |
| From State of Maine, | 800.00 | |
| " " New Hampshire, | 1,200.00 | |
| " " Vermont, | 300.00 | |
| " " Rhode Island, | 1,300.00 | |
| " " Connecticut, | 2,500.00 | |
| Rents, Jamaica Plain, | 769.00 | |
| M. Anagnos, unexpended balance of auditors' draft, . . . | 202.18 | |
| | 45,900.99 | |
| <i>Printing Account.</i> | | |
| Sale of books and appliances, | 497.74 | |
| Unexpended balance of auditors' draft, | 2.55 | |
| Collected on note, | 15,000.00 | |
| | \$171,289.45 | |
| | | \$171,289.45 |

EDWARD JACKSON, *Treasurer.*

Examined and approved.
 GEORGE L. LOVETT, } *Auditors.*
 HENRY ENDICOTT, }

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL
FOR THE BLIND for the Year ending Sept. 30, 1893.

| RECEIPTS. | | EXPENDITURES. | |
|---|-------------|---|-------------|
| <i>I. Income.</i> | | | |
| State of Massachusetts, appropriation, | \$30,000 00 | Bills paid by the treasurer: | \$250.00 |
| Massachusetts, account of Edith Thomas, | 300.00 | Clerk hire, | 3.00 |
| Maine, \$3,900.00 | | Check book, | 30.00 |
| Maine, kindergarten, 800.00 | | Rent of safe, | 472.50 |
| | | Bill of C. J. Peters & Son, printing account, . . . | |
| | | | \$755.50 |
| " New Hampshire, \$1,500.00 | 4,700.00 | | |
| " New Hampshire, kindergarten, 1,200.00 | | <i>General Account.</i> | |
| " Vermont, \$2,400.00 | 2,700.00 | Paid by the director: | \$53,872.70 |
| " Vermont, kindergarten, 300.00 | | Maintenance, | 1,377.97 |
| " Rhode Island, \$3,825.00 | 2,700.00 | Extraordinary repairs, | |
| " Rhode Island, kindergarten, 1,300.00 | | Taxes, insurance and repairs on buildings let: | \$276.85 |
| " Connecticut, \$5,100.00 | 5,125.00 | 412-416 Fifth street, | |
| " Connecticut, kindergarten, 2,500.00 | | 422-426 Fifth street, | \$276.85 |
| States, towns and individuals, | 7,600.00 | 537 Fourth street, | 105.30 |
| " towns and individuals, kindergarten, | 1,319.81 | 541, 543 Fourth street, | 111.12 |
| | 700.00 | 541, 543 Fourth street, | 216.17 |
| | | 557-559 Fourth street, | 384.81 |
| | | 583-589 Fourth street, | 491.13 |
| | | 99 and 101 H street, | 98.64 |
| | | 11 Oxford street, | 123.03 |
| | | 8 and 10 Hayward place, | 720.30 |
| | | 172-178 Congress street, | 398.15 |
| | | 205, 207 Congress street, | 948.90 |
| | | 250, 252 Purchase street, | 656.70 |
| | \$55,144 81 | | |
| | 1,943 80 | Bills to be refunded, | 4,537.14 |
| | 155.81 | Expense of tuning department, | 434.61 |
| | 41.70 | Expense of work department, | 1,014.94 |
| | 6,316 64 | Harris beneficiaries, | 1,849.32 |
| | 526.69 | Board of blind men, | 950.00 |
| | 90.83 | | 214.38 |
| | | <i>Invested.</i> | |
| | \$700.00 | Purchase of land on Fourth street, | \$240.00 |
| | 150.00 | Excavating on Fifth street, | 2,010.40 |
| | 400.00 | Building on Fifth street, | 16,760.63 |
| | 350.00 | | |
| | 1,080.00 | | |
| | 50.00 | | |
| | | | 19,011.03 |

GENERAL STATEMENT OF RECEIPTS, ETC.—*Concluded.*

| <i>Amount brought forward,</i> | | <i>Amount brought forward,</i> | | \$171,289.45 |
|---|-------------|--|--|--------------|
| LEGACIES. | | | | |
| <i>General Account.</i> | | | | |
| T. O. H. P. Burnham, | \$5,000.00 | | | |
| Mrs. Charlotte Billings Richardson, additional, | 1,007.69 | | | |
| Mrs. Mary F. Q. French, | 250.00 | | | |
| | | 6,257.69 | | |
| <i>Kindergarten Account.</i> | | | | |
| Mrs. Eliza B. Seymour, | \$5,000.00 | | | |
| Miss Rebecca Salisbury, | 200.00 | | | |
| Mrs. Elizabeth W. Gay, | 7,700.00 | | | |
| | | 12,900.00 | | |
| Collected on loan, | | 15,000.00 | | |
| Cash on hand Oct. 1, 1892, | \$13,193.92 | | | |
| Unexpended balance of auditors' drafts, | 362.44 | | | |
| | | 13,556.36 | | |
| | | \$171,289.45 | | \$171,289.45 |

ANALYSIS OF MAINTENANCE ACCOUNT.

| | |
|--|-------------|
| Meats, 31,062 pounds, | \$2,988.12 |
| Fish, 4,026 pounds, | 254.40 |
| Butter, 5,170 pounds, | 1,821.27 |
| Bread, flour, meal, etc., | 1,266.88 |
| Potatoes and other vegetables, | 1,174.70 |
| Fruit, fresh and dried, | 578.26 |
| Milk, 31,577 quarts, | 1,683.27 |
| Sugar, 8,255 pounds, | 430.20 |
| Tea and coffee, 881 pounds, | 321.00 |
| Groceries, | 1,246.59 |
| Gas and oil, | 474.13 |
| Coal and wood, | 3,264.61 |
| Sundry articles of consumption, | 546.97 |
| Wages and domestic service, | 6,108.66 |
| Salaries, superintendence and instruction, | 23,707.12 |
| Medicines and medical aid, | 109.44 |
| Furniture and bedding, | 927.75 |
| Clothing and mending, | 9.03 |
| Expenses of stable, | 341.37 |
| Musical instruments, | 660.30 |
| Boys' shops, | 14.28 |
| Books, stationery, school apparatus, etc., | 1,541.34 |
| Construction and repairs, | 3,604.22 |
| Taxes and insurance, | 422.00 |
| Travelling expenses, | 92.68 |
| Sundries, | 284.11 |
| | <hr/> |
| | \$53,872.70 |

KINDERGARTEN DEPARTMENT STATEMENT, OCTOBER 1, 1893.

[illegible]

PRINTING DEPARTMENT STATEMENT, OCTOBER 1, 1893.

| RECEIPTS. | | EXPENDITURES. | |
|--|------------|-----------------------------------|------------|
| Income from invested funds, | \$7,215.87 | Labor, | \$2,767.95 |
| Sale of books in raised print, | 497.74 | Stock, | 1,880.13 |
| | | Machinery, | 242.85 |
| | | Type, | 34.26 |
| | | Electrotyping, | 871.30 |
| | | Binding, | 821.15 |
| | | Books, | 188.55 |
| | | Express, freight, etc., | 9.46 |
| | | Balance, | \$6,815.66 |
| | | | 897.96 |
| | | | \$7,713.61 |

WORK DEPARTMENT, OCT. 1, 1893.

STATEMENT.

| | | |
|---|--------------------|-----------------|
| Amount due Perkins Institution from first date, . . . | \$45,031.23 | |
| Excess of expenditures over receipts, | 459.18 | |
| | <u>\$45,490.41</u> | |
| Salaries and wages paid blind people, . . . | \$4,048.27 | |
| Salaries and wages paid seeing people, . . . | 3,967.63 | |
| Amount paid for rent, repairs, stock and sundries, | 10,692.21 | \$18,708.11 |
| Cash received during the year, | 18,248.93 | |
| | | <u>\$459.18</u> |
| Stock on hand Oct. 1, 1893, . . . | \$3,251.68 | |
| Receivable bills Oct. 1, 1893, . . . | 2,920.67 | \$6,172.35 |
| Stock on hand Oct. 1, 1892, | 6,010.43 | 161.92 |
| Loss, | | <u>\$297.26</u> |

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1893:—

| | | |
|--|-------------|----------------|
| <i>Real Estate Yielding Income.</i> | | |
| Building 8 and 10 Hayward place, | \$51,000.00 | |
| Building 250 and 252 Purchase street, . . | 44,000.00 | |
| Building 172-178 Congress street, . . . | 77,000.00 | |
| Building 205 and 207 Congress street, . . | 59,000.00 | |
| House 11 Oxford street, | 8,000.00 | |
| Houses 412, 414, 416 Fifth street, . . . | 9,900.00 | |
| Houses 424, 426, 428 Fifth street, . . . | 20,760.00 | |
| House 537 Fourth street, | 4,800.00 | |
| Houses 541, 543 Fourth street, | 9,600.00 | |
| Houses 557 and 559 Fourth street, . . . | 15,500.00 | |
| Houses 583, 585, 587, 589 Fourth street, . | 21,200.00 | |
| House 99 and 101 H street, | 3,300.00 | \$324,060.00 |
| <i>Real Estate used by the Institution.</i> | | |
| Real estate used for school purposes, South Boston, | | 288,378.00 |
| Real estate used for school purposes, Jamaica Plain, | | 140,634.00 |
| Unimproved land, South Boston, | | 8,225.00 |
| Mortgage notes, | | 146,000.00 |
| Note on demand, | | 35,000.00 |
| <i>Railroad Stock.</i> | | |
| Boston & Providence R.R., 30 shares, value, | \$5,790.00 | |
| Fitchburg R.R., preferred, 70 shares, value, | 6,222.20 | |
| Chicago, Burlington & Quincy R.R., 100 shares, value, | 13,708.04 | |
| Boston & Maine R.R., 31 shares, value, . | 3,938.96 | |
| Boston & Albany R.R., 148 shares, value, | 29,933.00 | 59,592.20 |
| <i>Railroad Bonds.</i> | | |
| Eastern R.R., one 6% bond, value, . . . | \$1,270.00 | |
| Boston & Lowell R.R., one 5% bond, value, | 1,000.00 | |
| Chicago, Burlington & Quincy R.R., 27 4s, value, | 26,190.00 | |
| Chicago, Burlington & Northern R.R., 14 5s, value, | 14,416.88 | |
| Kansas City, St. Joseph & Council Bluffs R.R., 5 7s, value, | 6,375.00 | |
| St. Paul, Minnesota & Manitoba R.R., 10 4s, value, | 8,800.00 | |
| <i>Amounts carried forward,</i> | \$58,051.88 | \$1,001,889.20 |

| | | |
|---|-------------|----------------|
| <i>Amounts brought forward,</i> | \$58,051.88 | \$1,001,889.20 |
| Kansas City, Clinton & Springfield R.R., 3 5s, value, | 3,051.25 | |
| Atchison, Topeka & Santa Fé R.R., 13 4s, value, | 11,470.50 | |
| Atchison, Topeka & Santa Fé R.R., 5 4s, 2d mortgage value, | 3,850.00 | 76,423.63 |
| Cash, | | 3,248.45 |
| Household furniture, South Boston, . . | \$17,000.00 | |
| Household furniture, Jamaica Plain, . . | 10,000.00 | 27,000.00 |
| Provisions and supplies, South Boston, . | \$767.39 | |
| Provisions and supplies, Jamaica Plain, . | 200.00 | 967.39 |
| Coal, South Boston, | \$2,479.00 | |
| Coal, Jamaica Plain, | 857.00 | 3,336.00 |
| <i>Work Department.</i> | | |
| Stock, | \$3,251.68 | |
| Receivable bills, | 2,920.67 | 6,172.35 |
| <i>Musical Department.</i> | | |
| One large organ, | \$4,000.00 | |
| Four small organs, | 200.00 | |
| Fifty-six pianos, | 10,000.00 | |
| Band instruments, | 600.00 | |
| Violins, | 35.00 | |
| Musical library, | 775.00 | 15,610.00 |
| <i>Printing Department.</i> | | |
| Stock and machinery, | \$4,140.00 | |
| Books, | 16,141.00 | |
| Electrotype plates, | 12,139.00 | 32,420.00 |
| School furniture and apparatus, | | 9,000.00 |
| Library of books in common print, . . . | \$3,350.00 | |
| Library of books in embossed print, . . | 14,452.00 | 17,802.00 |
| Boys' shops, | | 431.84 |
| Stable and tools, | | 851.12 |
| | | \$1,195,151.98 |

The foregoing property represents the following funds and balances, and is answerable for the same :—

| INSTITUTION FUNDS. | | |
|--|--------------|----------------|
| General fund of the institution, | \$134,867.01 | |
| Harris fund, | 80,000.00 | |
| Richard Perkins fund, | 20,000.00 | |
| Charlotte B. Richardson legacy, | 40,507.00 | |
| John N. Dix legacy, | 10,000.00 | |
| Joseph Scholfield legacy, | 2,500.00 | |
| Eleanor J. W. Baker legacy, | 2,500.00 | |
| T. O. H. P. Burnham legacy, | 5,000.00 | \$295,374.01 |
| Cash in treasury, | | 215.39 |
| PRINTING FUND. | | |
| Capital, | \$108,500.00 | |
| Surplus for building purposes, | 35,201.82 | 143,701.82 |
| KINDERGARTEN FUNDS. | | |
| Helen C. Bradlee fund, | \$40,000.00 | |
| Mrs. Geo. W. Wales fund, | 10,000.00 | |
| Mrs. Warren B. Potter fund, | 25,000.00 | |
| Sidney Bartlett legacy, | 10,000.00 | |
| George Downs legacy, | 3,000.00 | |
| Mary Williams legacy, | 5,000.00 | |
| Elisha T. Loring legacy, | 5,000.00 | |
| Ellen M. Gifford legacy, | 5,000.00 | |
| Joseph Scholfield legacy, | 3,000.00 | |
| Mrs. Eleanor Baker legacy, | 2,500.00 | |
| Mrs. Lucy A. Dwight legacy, | 4,000.00 | |
| Royal W. Turner legacy, | 3,000.00 | |
| Mrs. Eliza B. Seymour legacy, | 5,000.00 | |
| Mrs. Elizabeth W. Gay legacy, | 7,700.00 | |
| Mary H. Watson, | 100.00 | |
| Miss Sarah Bradford, | 100.00 | |
| Miss Rebecca Salisbury, | 200.00 | |
| Funds from other donations, | 73,400.00 | 202,000.00 |
| Cash in the treasury, | | 3,033.06 |
| Buildings, unimproved real estate and personal property in use of the institution, South Boston, | | 399,136.70 |
| Land, buildings and personal property in use of the kindergarten, Jamaica Plain, | | 151,691.00 |
| | | \$1,195,151.98 |
| Whole amount of property belonging to the kindergarten, | | \$356,724.06 |
| Whole amount of property belonging to the institution proper, | | 838,427.92 |
| | | \$1,195,151.98 |

FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING SEPT. 30, 1893.

RECEIPTS.

| | | | |
|---|------------|-----------|-------------|
| Donations — | | | |
| Mrs. Warren B. Potter fund, | | | |
| Additional, | \$5,000.00 | | |
| Legacies — | | | |
| Miss Rebecca Salisbury, . . . | \$200.00 | | |
| Mrs. Elizabeth W. Gay, . . . | 7,700.00 | | |
| Mrs. Eliza B. Seymour, . . . | 5,000.00 | 12,900.00 | \$17,900.00 |
| Endowment fund, | | | 13,328.05 |
| Annual subscriptions through Ladies' Auxiliary Aid Society, | | | |
| | \$3,574.57 | | |
| Contributions, | 229.00 | | |
| Total for current expenses, | | 3,803.57 | |
| Donations for new building, | | 3,098.19 | |
| Board and tuition, | | 6,800.00 | |
| Rents, | | 769.00 | |
| Income from investments, | | 9,305.95 | |
| Collected on temporary loan for building, . | | 15,000.00 | |
| Cash on hand Oct. 1, 1892, | | 12,326.12 | \$82,330.88 |

EXPENSES.

| | | | |
|-------------------------------------|-------------|-----------|------------|
| Maintenance, | \$16,240.49 | | |
| Levelling and grading, | 3,496.20 | | |
| Expenses on houses let, | 74.80 | | |
| Bills to be refunded, | 91.00 | | |
| New buildings, | 30,812.09 | | |
| Furnishing new buildings, | 6,583.24 | | |
| Invested, | 22,000.00 | 79,297.82 | |
| Balance Oct. 1, 1893, | | | \$3,033.06 |

PROPERTY BELONGING TO THE KINDERGARTEN.

| | | |
|---|-------------|--------------|
| Helen C. Bradlee fund, | \$40,000.00 | |
| Mrs. Warren B. Potter fund, | 25,000.00 | |
| Mrs. George W. Wales fund, | 10,000.00 | |
| Legacies — | | |
| Sidney Bartlett, | 10,000.00 | |
| George Edward Downs, | 3,000.00 | |
| Mary Williams, | 5,000.00 | |
| Elisha T. Loring, | 5,000.00 | |
| Ellen M. Gifford, | 5,000.00 | |
| Joseph Scholfield, | 3,000.00 | |
| Royal W. Turner, | 3,000.00 | |
| Mrs. Lucy A. Dwight, | 4,000.00 | |
| Mrs. Eleanor J. W. Baker, | 2,500.00 | |
| Mrs. Elizabeth W. Gay, | 7,700.00 | |
| Mrs. Eliza B. Seymour, | 5,000.00 | |
| Miss Rebecca Salisbury, | 200.00 | |
| Miss Sarah Bradford, | 100.00 | |
| Mary H. Watson, | 100.00 | |
| Funds from other donations, | 73,400.00 | \$202,000.00 |
| Cash in treasury, | | 3,033.06 |
| Land, buildings and personal property in use of the kindergarten at Jamaica Plain, | | 151,691.00 |
| Total amount of property belonging to the kindergarten, | | \$356,724.06 |

KINDERGARTEN ENDOWMENT FUND.

LIST OF CONTRIBUTORS.

From Sept. 30, 1892, to Oct. 1, 1893.

| | |
|--|-------------------|
| A. B., fifth contribution, | \$100.00 |
| A friend, | 1,000.00 |
| A friend, | 50.00 |
| A friend, | 25.00 |
| A friend, | 10.00 |
| A friend, | 5.00 |
| A friend, | 5.00 |
| A friend, | 1.00 |
| A friend from Allston, | 5.00 |
| A friend of the little blind children, additional, . . . | 350.00 |
| A Thanksgiving greeting to the little blind children, . | 100.00 |
| An Easter greeting to the little blind children, . . . | 100.00 |
| Anonymous, | 2.00 |
| Appleton, Mrs. William, tenth contribution, | 1,000.00 |
| Aspinwall, Mrs. W. H., | 10.00 |
| A warmly interested friend, | 1.00 |
| Bacon, Miss Mary P., | 10.00 |
| Balfour, Miss Mary D., sixth contribution, | 10.00 |
| Barnard, J. M., | 5.00 |
| Bartlett, Miss Mary F., | 500.00 |
| Baylies, Mrs. W. C., third contribution, | 10.00 |
| Bigelow, Mrs. Prescott, third contribution, | 50.00 |
| Brett, Mrs. Anna K., Avon, | 5.00 |
| Brewer, Miss Lucy, | 10.00 |
| Brown, Miss H. Louisa, annual, | 5.00 |
| Burgess, Mrs. S. K., second contribution, | 25.00 |
| Burke, T. F., | 5.00 |
| Butterfield, Mrs. A. M., | 1.00 |
| <i>Amount carried forward,</i> | <u>\$3,400.00</u> |

| | |
|---|------------|
| <i>Amount brought forward,</i> | \$3,400.00 |
| Cabot, Mrs. S., | 25.00 |
| Children of a kindergarten, | 4.50 |
| Clarke, Miss Harriet E., | 10.00 |
| Clarke, Mrs. James Freeman, | 5.00 |
| Cook, Mr. and Mrs. C. T., Detroit, Mich., | 100.00 |
| Cordner, Miss, | 5.00 |
| Cowing, Mrs. Martha W., | 25.00 |
| Crane, Mrs. Zenas M., Dalton, | 150.00 |
| Damon, Mrs. Jane E., Westminster, | 5.00 |
| D., L. W. and M. M. D., | 50.00 |
| Ditson, Mrs. Oliver, | 100.00 |
| Dresel, Mrs. Anna L., | 20.00 |
| Easter Offertory, Trinity Church, | 5.00 |
| Eliot, Dr. Samuel, seventh contribution, | 100.00 |
| Emerson, Miss Frances V., | 5.00 |
| Emma and Katie, | .30 |
| Endicott, Miss Mary E., fourth contribution, | 25.00 |
| Evans, Mrs. Glendower, | 10.00 |
| Fairbanks, Miss C. L., fourth contribution, | 10.00 |
| Farnam, Mrs. Ann S., New Haven, Conn., fourth contribution, | 50.00 |
| Fay, Miss S. M., third contribution, | 1,000.00 |
| Field, Mrs. E. E. V., annual, | 30.00 |
| First Congregational Unitarian Society, New Bedford, through Rev. Paul R. Frothingham, annual, | 50.00 |
| Fiske, Mrs. Joseph N., | 1,000.00 |
| Friend, W. A., | 300.00 |
| From a friend, | 500.00 |
| From a friend, through E. Reed, | 5.00 |
| Fuller, Mrs. Caroline A., West Hingham, second con- tribution, | 50.00 |
| German Technical Society, proceeds of lecture, | 60.00 |
| <i>Amount carried forward,</i> | \$7,099.80 |

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|--|--------------------|
| <i>Amount brought forward,</i> | \$7,099.80 |
| Goodhue, George O., Danville, Can., | 5.00 |
| Haimes, Miss Lucy F., | 10.00 |
| Hayden, Mrs. Isaac, | 25.00 |
| Hersey, Charles H., | 25.00 |
| Hollis, Mrs. S. J., Lynn, | 25.00 |
| Howard, Miss Jennie W., | 2.00 |
| Howland, Mrs. O. O., second contribution, | 30.00 |
| Hunnewell, F. W., | 100.00 |
| In memory of M. Day Kimball, | 100.00 |
| Jenks, Miss Caroline E., ninth contribution, | 5.00 |
| J. T. and R. B., | 5.00 |
| K., | 15.00 |
| Kendall, Miss H. W., second contribution, | 50.00 |
| Kent, Mrs. Helena M., third contribution, | 500.00 |
| Kindergarten, West Newton, Mrs. Sweetser's. | 2.00 |
| Knapp, George B., | 25.00 |
| Ladies at Wellesley, | 26.00 |
| Lane, Mrs. Mary S., | 5.00 |
| Lend-a-hand Club of the Unitarian Church, Belmont, | 5.00 |
| Loud, Mrs. S. P., | 5.00 |
| Lowell, Miss Anna C., fifth contribution, | 100.00 |
| Lowell, Mrs. George G., | 100.00 |
| Lyman, Mrs. George H., | 10.00 |
| Lyman, John P., | 25.00 |
| Marsh, Miss Sarah L., Hingham, | 50.00 |
| Mason, Miss E. F., | 500.00 |
| Matthews, Mrs. A. B., | 1,000.00 |
| Matthews, Miss Alice, | 10.00 |
| Matthews, Miss Nanna Bolton, | 10.00 |
| Meyer, Mrs. George von L., | 100.00 |
| Montgomery, William, | 10.00 |
| Morgan, Mrs. E. P., | 50.00 |
| <i>Amount carried forward,</i> | <u>\$10,029.80</u> |

| | |
|---|-------------|
| <i>Amount brought forward,</i> | \$10,029.80 |
| Morse, Mrs. Leopold, | 100.00 |
| Motley, Mrs. E. Preble, | 25.00 |
| Newell, Mrs. M. Abbie, | 75.00 |
| Nichols, Mrs. Frederick S., | 25.00 |
| Norfolk County High School Teachers' Club, | 5.43 |
| Ober, Louis P., | 10.00 |
| Perkins, Edward N., | 50.00 |
| Potter, Mrs. Jennie L., | 5.00 |
| Potter, Mrs. Warren B., | 5,200.00 |
| Rantoul, Miss Hannah L., | 25.00 |
| Richards, Miss Elise B., | 5.00 |
| Robertson, Mrs. Alice Kent, proceeds of reading, | 235.00 |
| Rogers, Mrs. Anna B., | 5.00 |
| Rogers, Miss Clara B., | 2.00 |
| Rogers, Miss Flora E., New York City, | 100.00 |
| Russell, Miss Marian, | 100.00 |
| Russell, Miss Mary, | 5.00 |
| Sabine, Miss M. C., | 3.00 |
| Sears, Mrs. K. W., | 25.00 |
| Storrs, Mrs. E. K., | 25.00 |
| Sunday-school of the Unitarian Church, Belmont, | 5.00 |
| Sunday-school in Beverly, | 2.00 |
| Sunday-school of the First Church, Boston, | 60.00 |
| Sunday-school class in Shepard Memorial Church, Cambridge, | 17.14 |
| Sunday-school in Cambridge, through Gordon H. Taylor, | 17.98 |
| Talbot, Mrs. Isabella W., North Billerica, | 50.00 |
| Thayer, Mrs. N., Sr., fifth contribution, | 1,000.00 |
| Thorndike, Mrs. J. H., tenth contribution, | 100.00 |
| Through Miss E. A., | 2.00 |
| Through Helen Keller, | 5.00 |
| <i>Amount carried forward,</i> | \$17,314.35 |

| | |
|---|-------------|
| <i>Amount brought forward,</i> | \$17,314.35 |
| Troup, John E., Providence, | 50.00 |
| Vaughan, B., Cambridge, | 10.00 |
| Vose, Miss C. C., third contribution, | 5.00 |
| Wales, George W., annual, | 200.00 |
| Warren, Mrs. J. Sullivan, annual, | 20.00 |
| Washburn, Rev. A. F., fourth contribution, | 25.00 |
| Waterston, Mrs. Anna C. L., | 50.00 |
| White, C. J., sixth contribution, | 25.00 |
| Whitehead, Miss Mary, | 20.00 |
| Whiting, Mrs. S. B., Cambridge, | 10.00 |
| Wigglesworth, Dr. Edward, | 25.00 |
| Wilson, Miss Edith, | 1.20 |
| W., L. H., | 25.00 |
| Wolcott, Mrs. J. H., | 500.00 |
| Yerxa, Helen and Marion, | 2.50 |
| Young, Mrs. B. L., fifth contribution, | 25.00 |
| Young ladies of Kirk street Church, Lowell, | 5.00 |
| Young People's Club of the Unitarian Church, Jamaica Plain, | 15.00 |
| | <hr/> |
| | \$18,328.05 |

CONTRIBUTIONS FOR CURRENT EXPENSES.

| | |
|---|------------|
| Annual subscriptions through the Ladies' Auxiliary | |
| Aid Society, Miss Olga E. Gardner, treasurer, | \$2,984.57 |
| Cambridge Branch, through Mrs. E. C. Agassiz, | 500.00 |
| Dorchester Branch, through Mrs. Elizabeth S. Whitten, | 90.00 |
| Ames, Rev. Charles G., annual, | 10.00 |
| Baker, Mrs. Richard, annual, | 50.00 |
| Brett, Mrs. Anna K., Avon, | 5.00 |
| Brewer, John, Milton, | 1.00 |
| <i>Amount carried forward,</i> | <hr/> |
| | \$3,640.57 |

| | |
|--|------------|
| <i>Amount brought forward,</i> | \$3,640.57 |
| Bumstead, Mrs. F. J., Cambridge, | 25.00 |
| Coolidge, Mrs. J. T., annual, | 10.00 |
| Goodman, Richard, Lenox, annual, | 10.00 |
| Iasigi, Miss Mary V., annual, | 15.00 |
| Jackson, Mrs. E. S., | 2.00 |
| Jackson, Mrs. J. B. S., annual, | 50.00 |
| St. Agnes Guild, Melrose, through Mrs. H. A. Bush, | 5.00 |
| Thorndike, Mrs. J. H., annual, | 10.00 |
| Timayenis, D. T., | 10.00 |
| Waters, Edwin F., | 5.00 |
| Whitehead, Miss Mary, annual, | 10.00 |
| Women's Baptist Home Mission Society, Hyde Park, | 1.00 |
| Wood, Mrs. James B., Concord, | 10.00 |
| | <hr/> |
| | \$3,803.57 |

FOR THE NEW BUILDING.

| | |
|---|------------|
| Alumnæ Association of Perkins Institution, for furnish- ing, | \$85.72 |
| An Easter greeting to the little blind children, | 50.00 |
| Children of Miss A. L. Partridge's school, Augusta, Me., third contribution, | 29.00 |
| Coolidge, Mrs. J. Randolph, | 100.00 |
| Faulkner, Miss Fanny M., | 1,000.00 |
| Fuller, Mrs. Caroline A., West Hingham, | 100.00 |
| Greene, Mrs. Fanny A., | 1.00 |
| In memory of Cora B. Standing, Fall River, for book- case, | 90.00 |
| Ladies of Lynn, through Mrs. Washington Haven, annual, | 63.00 |
| <i>Amount carried forward,</i> | <hr/> |
| | \$1,518.72 |

| | |
|---|------------|
| <i>Amount brought forward,</i> | \$1,518.72 |
| Learned, Miss Mollie, New London, Conn., second contribution, | 5.00 |
| Motley, Edward, fifth contribution, | 100.00 |
| Primary Department of the Highland Congregational Sunday-school, Dorchester, | 6.92 |
| Proceeds of entertainments, February 22, by pupils of Perkins Institution, | 25.69 |
| Proceeds of fair by children of Sargent street and Howard avenue, Dorchester, | 26.86 |
| Proceeds of fair held by Misses Stockwell, Gregg and Brown, Roxbury, | 100.00 |
| Rotch, Mrs. Benjamin S., eighth contribution, | 1,000.00 |
| Sears, David, second contribution, | 200.00 |
| Thorndike, Mrs. J. H., eleventh contribution, | 100.00 |
| W., Miss C. L., | 15.00 |
| | <hr/> |
| | \$3,098.19 |

The trustees earnestly appeal to the public for further contributions to the amount of \$18,500, which is still lacking to complete the building fund.

All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 53 State Street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.

EDWARD JACKSON, *Treasurer.*

NO. 53 STATE STREET (ROOM 840), BOSTON.

DONATIONS AND SUBSCRIPTIONS FOR TOMMY STRINGER.

| | |
|---|-----------------|
| A lover of children, | \$2.00 |
| "Aunt Madeleine," Elonor Achison, Jennie Allison, Mary B. Harding, Mary A. Dugan, and Harriette B. Reed, Washington, Penn., through Miss Made- leine Le Moyne, | 20.00 |
| Brown, Mrs. J. Conklin, Greensboro', Ga., | 10.00 |
| Brown, Warner, Greensboro', Ga., | 1.00 |
| Cary, Alice, | 10.00 |
| Children of the Florence Kindergarten, Florence, . . | 12.00 |
| Child's Hour fund, | 3.38 |
| Child's Hour fund, through Miss Lucy Wheelock, . . | 11.10 |
| Cook, Roy R., | 5.00 |
| E. A. H., through Hellen Keller, | 5.00 |
| Fay, Miss Sarah M., | 25.00 |
| Fosdick, Mrs. A. M., Mobile, | 5.00 |
| From a friend, E. C. E., | 1.00 |
| Goodhue, George O., Danville, Can., | 5.00 |
| Junior Society of Christian Endeavor of First Church, Chelsea, | 5.00 |
| Keller, Helen, | 5.00 |
| Kindergarten department of Washington street Bap- tist Church, Lynn, | 3.25 |
| Kindergarten, Miss Fiske's, Montpelier, Vt., through Mr. Martin, | 1.50 |
| Matthews, Mrs. Annie B., | 50.00 |
| Merry, Miss Isabel, Newark, N.J., | 5.00 |
| Mite boxes of Helen and Edna Carter, | .75 |
| Nickerson, Miss Isabel J., | 5.00 |
| Parker, Thomas R., annual, | 1.00 |
| Peyraud, Mademoiselle Rosalie J., annual, | 1.00 |
| <i>Amount carried forward,</i> | <u>\$192.98</u> |

| | |
|---|----------------|
| <i>Amount brought forward,</i> | \$192.98 |
| Primary department of the Baptist Sunday-school of Wakefield, through Miss E. M. Greenwood, | 8.00 |
| Primary Sunday-school class, Miss M. L. Holt's, Willimantic, Conn., | 2.00 |
| Primary Sunday-school of Church of Pilgrimage, Plymouth, | 5.33 |
| Proceeds of fair held in the house of Mr. B. T. Thayer, | 11.87 |
| Richards, Miss Annie L., | 12.50 |
| Rodocanachi, John M., | 10.00 |
| Ross, Miss Charlotte, | 1.00 |
| Ruich, Amanda, | .50 |
| Stanyan, Miss Jennie H., | 2.00 |
| Through A. I. Root, editor of <i>Gleanings in Bee Culture</i> : Two little Stewart Boys, | \$1.00 |
| Anna C. Ash, | 5.00 |
| Through <i>The Child's Hour</i> :— | |
| Ruby and Percy Bramhall, | \$2.00 |
| Mrs. N. M. Bristol, | 5.00 |
| Alva Clark, | .10 |
| Union Sunday-school of Harmon, Ill., through Silas Ackert, Superintendent, | 5.00 |
| Walnut avenue Congregational Church, | 5.00 |
| Washburn, Rev. Alfred F., | 10.00 |
| Whitney, Miss E. P., | 1.00 |
| Whitwell, Miss Mary, annual subscription for two years, | 2.00 |
| Yerxa, Helen and Marion, | 2.50 |
| Young, Miss Lucy F., Groton, | 1.00 |
| Young People's Auxiliary of Barton square Church, Salem, | 5.00 |
| | <hr/> \$290.78 |

Further contributions will be thankfully received and gratefully acknowledged by

M. ANAGNOS, *Trustee.*

DONATIONS THROUGH THE LADIES' AUXILIARY.

| | |
|---|----------|
| Ahl, Mrs. D., Boston, | \$25.00 |
| At the Kindergarten Reception, Jamaica Plain, . . . | 23.75 |
| Brooks, Mrs. Peter C., Boston, | 50.00 |
| Cary, Mrs. Richard, | 1.00 |
| Cary, Miss, | 1.00 |
| Cash, | .75 |
| Choate, Mrs. C. F., | 5.00 |
| Coolidge, Mrs. Algernon, | 5.00 |
| Emmons, Mr. N. H., | 10.00 |
| Everett, Mrs. E., Cambridge, | 25.00 |
| Fair in aid of the Kindergarten by eight little girls, Katrine and Molly Coolidge, Ingeborg Sinclair, Brenda Fenollosa, Mary Richardson, Betty Porter, Lulu Clement, and Bette Harrington, | 106.57 |
| G., Mrs. G. P., | 5.00 |
| Glover, Mr. Joseph B., | 100.00 |
| Goldthwait, Mrs. John, Chestnut Hill, | 25.00 |
| Holmes, Mr. George H., Cambridge, | 10.00 |
| Lowell, Miss G., | 5.00 |
| Lowell, Mrs. George G., | 25.00 |
| Manning, The Misses, | 20.00 |
| Matchett, Mrs. W. F., | 25.00 |
| Prince, Mrs. J. F., Jr., Ottawa, Canada, | 1.00 |
| Rice, Hon. Alexander H., | 25.00 |
| Wheelwright, Mr. Josiah, Roxbury, | 50.00 |
| W., Mr. H., | 5.00 |
| | <hr/> |
| | \$549.07 |

ANNUAL SUBSCRIPTIONS.

Through the Ladies' Auxiliary Aid Society, Miss OLGA E. GARDNER, *Treasurer*.

| | |
|---|----------------|
| Abbott, Miss A. T., Boston, | \$1.00 |
| Abbott, Mrs. H. W., Boston, | 1.00 |
| Abbott, Mrs. J., Boston, | 5.00 |
| Abbott, Miss J. G., Boston, | 1.00 |
| Adams, Mrs. Waldo, Boston, | 5.00 |
| Allen, Mrs. A. H., Boston, | 1.00 |
| Allen, Mrs. C. H., Boston, | 1.00 |
| Allen, Mrs. F. R., Boston, | 2.00 |
| Allen, Mrs. R. L., Boston, | 1.00 |
| Ames, Mrs. F. M., Boston, | 1.00 |
| Amory, Mrs. William, Boston, | 15.00 |
| Anderson, Mrs. J. F., Boston, | 5.00 |
| Appleton, Mrs. William, Boston, | 5.00 |
| Arnold, Mrs. Richard, Boston, | 2.00 |
| Atkins, Mrs. Elisha, Boston, | 5.00 |
| Ayer, Mrs. J. B., Boston, | 5.00 |
| Bacon, Miss E. S., Jamaica Plain, | 5.00 |
| Bacon, Mrs. S. M., Boston, | 1.00 |
| Bailey, Mrs. H. R., Cambridge, | 2.00 |
| Bailey, Mr. J. T., Boston, | 20.00 |
| Baker, Mrs. Richard, Jr., Boston, | 5.00 |
| Bancroft, Mrs. J. C., Boston, | 5.00 |
| Barnard, Mrs. M. C., Dorchester, | 1.00 |
| Barnes, Mrs. C. B., Boston, | 10.00 |
| Barnes, Mrs. T. W., Boston, | 3.00 |
| Barstow, Miss K. A., Boston, | 5.00 |
| Bartlett, Miss Elvira, Boston, | 10.00 |
| Bartlett, Miss Mary F., Boston, | 20.00 |
| Batcheller, Mrs. A. H., Boston, | 2.00 |
| Bigelow, Mrs. Alanson, Chestnut Hill, | 1.00 |
| <i>Amount carried forward,</i> | <hr/> \$146.00 |

| | |
|---|----------------|
| <i>Amount brought forward,</i> | \$146.00 |
| Bigelow, Mrs. G. T., Boston, | 5.00 |
| Bigelow, Mrs. J. S., Boston, | 10.00 |
| Bigelow, Mrs. Prescott, Chestnut Hill, | 10.00 |
| Bigelow, Mrs. Prescott, Jr., Jamaica Plain, | 5.00 |
| Billings, Mrs. J. B., Boston, | 1.00 |
| Blake, Mrs. G. B., Boston, | 10.00 |
| Blake, Mrs. S. P., Boston, | 5.00 |
| Bleakie, Mrs. J. S., Boston, | 5.00 |
| Boardman, Mrs. T. D., Boston, | 2.00 |
| Bradley, Mrs. Richard, Boston, | 1.00 |
| Bremer, Mrs. J. L., Boston, | 5.00 |
| Brewer, Mr. John R., Boston, | 5.00 |
| Briggs, Dr. E. C., Boston, | 2.00 |
| Brown, Mrs. Buckminster, Boston, | 3.00 |
| Brown, Miss H. L., Boston, | 2.50 |
| Brown, Mrs. J. Conklin, Greensboro', Ga., | 2.00 |
| Brown, Mrs. Samuel N., Boston, | 2.00 |
| Browne, Miss H. T., Boston, | 10.00 |
| Bryant, Mrs. E. B., Boston, | 5.00 |
| Bryant, Mrs. J. D., Boston, | 2.00 |
| Bullard, Mrs. William S., Boston, | 10.00 |
| Bumstead, Mrs. Freeman, Cambridge, | 5.00 |
| Burchardt, Miss E., Boston, | 1.00 |
| Burnham, Mrs. H. D., Boston, | 5.00 |
| Burnham, Mrs. J. A., Jr., Boston, | 5.00 |
| Cabot, Mrs. J. S., Boston, | 10.00 |
| Cary, Miss A. P., Boston, | 10.00 |
| Cary, Miss E. G., Boston, | 10.00 |
| Cary, Mrs. Richard, Boston, | 1.00 |
| Cary, Miss, Boston, | 1.00 |
| Case, Mrs. James B., Boston, | 5.00 |
| Chapin, Mrs. H. B., Jamaica Plain, | 5.00 |
| Chase, Miss N., Boston, | 1.00 |
| <i>Amount carried forward,</i> | <hr/> \$307.50 |

| | |
|-------------------------------------|----------|
| <i>Amount brought forward,</i> | \$307.50 |
| Cheney, Mrs. Arthur, Boston. | 1.00 |
| Chick, Mrs. I. W., Boston, | 2.00 |
| Clafin, Mrs. W. H., Boston, | 2.00 |
| Clark, Mrs. B. C., Boston, | 2.00 |
| Clark, Mrs. F. S., Boston, | 10.00 |
| Clark, Mrs. J. J., Boston, | 2.00 |
| Codman, Mrs. C. R., Boston, | 5.00 |
| Collamore, The Misses, Boston, | 5.00 |
| Converse, Mrs. C. C., Boston, | 1.00 |
| Coolidge, Mrs. J. Randolph, Boston, | 10.00 |
| Cotting, Mrs. C. E., Boston, | 5.00 |
| Cotting, Mrs. C. U., Boston, | 5.00 |
| Covel, Mrs. A. S., Boston, | 2.00 |
| Crane, Mrs. A. M., Boston, | 5.00 |
| Crehore, Mrs. G. C., Boston, | 5.00 |
| Crocker, Miss L. H., Boston, | 5.00 |
| Crosby, Miss S. T., Boston, | 1.00 |
| Curtis, Mrs. Greeley S., Boston, | 25.00 |
| Curtis, Mrs. H. G., Boston, | 5.00 |
| Curtis, Mrs. J. F., Boston, | 5.00 |
| Dabney, Mrs. L. S., Boston, | 10.00 |
| Dale, Mrs. Eben, Boston, | 5.00 |
| Dana, Mrs. Samuel B., Boston, | 10.00 |
| Daniell, Mrs. H. W., Boston, | 5.00 |
| Daniels, Mrs. G. F., Boston, | 1.00 |
| Davis, Mrs. Simon, Boston, | 3.00 |
| Day, Mrs. Lewis, Norwood, | 2.00 |
| Derby, Mrs. Hasket, Boston, | 5.00 |
| Dewey, Miss Mary E., Boston, | 1.00 |
| Dexter, Miss Elsie, Boston, | 2.00 |
| Dexter, Miss R. L., Boston, | 2.00 |
| Dimock, Mrs. E. A., Roxbury, | 1.00 |
| Ditson, Mrs. Oliver, Boston, | 5.00 |
| <i>Amount carried forward,</i> | \$462.50 |

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| <i>Amount brought forward,</i> | \$462.50 |
| Dixon, Mrs. L. S., Boston, | 2.00 |
| Doliber, Mrs. Thomas, Brookline, | 5.00 |
| Dowse, Mrs. Charles F., Boston, | 1.00 |
| Draper, Dr. F. W., Boston, | 1.00 |
| Drew, Mrs. E. C., Boston, | 1.00 |
| Dwight, Mrs. James, Boston, | 1.00 |
| Dwight, Mrs. Thomas, Boston, | 1.00 |
| Dwight, Mrs. Thomas, Jr., Boston, | 1.00 |
| Edgerly, Mrs. Charles B., Boston, | 1.00 |
| Eichberg, Mrs. Julius, Boston, | 2.00 |
| Eliot, Mrs. Amory, Brookline, | 2.00 |
| Elliott, Mrs. John, Boston, | 10.00 |
| Endicott, Miss C. T., Boston, | 1.00 |
| Endicott, Mrs. Henry, Boston, | 5.00 |
| Ernst, Mrs. C. W., Boston, | 2.00 |
| Estabrook, Mrs. A. F., Boston, | 5.00 |
| Fabian, Mrs. R. L., Boston, | 5.00 |
| Fairchild, Mrs. Charles, Boston, | 5.00 |
| Farwell, Mrs. S. W., Boston, | 5.00 |
| Faulkner, Mrs. Charles, Boston, | 10.00 |
| Faulkner, Miss, Boston, | 10.00 |
| Fay, Miss S. B., Boston, | 1.00 |
| Fay, Miss Sarah M., Boston, | 10.00 |
| Fenno, Mr. J. Brooks, Boston, | 10.00 |
| Ferguson, Mrs. R., Boston, | 1.00 |
| Fiske, Mrs. Joseph N., Boston, | 5.00 |
| Fitz, Mrs. Walter Scott, Boston, | 25.00 |
| Flagg, Mrs. Aug., Boston, | 6.00 |
| Fletcher, Miss E. R., Marshalltown, Iowa, | 1.00 |
| Frank, Mrs. D., Boston, | 1.00 |
| French, Mrs. John J., Boston, | 1.00 |
| French, Mrs. T. H., Roxbury, | 1.00 |
| Frothingham, Miss Ellen, Boston, | 5.00 |
| <i>Amount carried forward,</i> | <u>\$605.50</u> |

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|---|-----------------|
| <i>Amount brought forward,</i> | \$605.50 |
| Frothingham, Mrs. O. B., Boston, | 5.00 |
| Gaffield, Mr. Thomas, Boston, | 5.00 |
| Gardiner, Mrs. R. H., Chestnut Hill, | 1.00 |
| Gardner, Miss Olga E., Boston, | 5.00 |
| Gardner, Mrs. John L., Boston, | 1.00 |
| Gaston, Mrs. W., Boston, | 5.00 |
| Gilluly, Miss M. E., Boston, | 1.00 |
| Goddard, Miss L. W., Boston, | 2.00 |
| Gooding, Mrs. T. P., Boston, | 2.00 |
| Goodwin, Mrs. J. C., Boston, | 1.00 |
| Gorham, Mrs. W. H., Boston, | 5.00 |
| Gray, Mrs. J. C., Boston, | 5.00 |
| Gray, Mrs. J. H., Boston, | 5.00 |
| Gray, Mrs. Morris, Chestnut Hill, | 1.00 |
| Gray, Mrs. Reginald, Chestnut Hill, | 1.00 |
| Greene, Mrs. J. S. Copley, Cambridge, | 2.00 |
| Grew, Mrs. H. S., Boston, | 10.00 |
| Grover, Mrs. William O., Boston, | 10.00 |
| Hall, Mrs. E. R., Boston, | 2.00 |
| Hall, Mr. G. G., Boston, | 1.00 |
| Hall, Mrs. M. L., Boston, | 5.00 |
| Hammond, Mrs. Gardiner G., Jr., Boston, | 5.00 |
| Hammond, Mrs. George Warren, Boston, | 10.00 |
| Harding, Mrs. E. J., Ware, | 1.00 |
| Hardy, Mrs. A. H., Boston, | 1.00 |
| Harrington, Mrs. F. B., Boston, | 3.00 |
| Harrington, Mrs. M. C., Dorchester, | 1.00 |
| Harrington, Dr. H. L., Dorchester, | 2.00 |
| Hart, Mrs. Thomas N., Boston, | 2.00 |
| Hart, Mrs. William T., Boston, | 10.00 |
| Haskell, Mrs. Edwin B., Auburndale, | 50.00 |
| Hayden, Mrs. C. R., Boston, | 5.00 |
| Hayes, Miss Abby S., Boston, | 1.00 |
| <i>Amount carried forward,</i> | <u>\$771.50</u> |

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| <i>Amount brought forward,</i> | \$771.50 |
| Hayes, Miss Ella, Boston, | 1.00 |
| Hayes, Mrs. J. A., Boston, | 1.00 |
| Hayes, Miss M. G., Boston, | 1.00 |
| Head, Mrs. Charles, Boston, | 25.00 |
| Healy, Miss Helen, Boston, | 1.00 |
| Heard, Mrs. J. Theodore, Boston, | 5.00 |
| Hecht, Mrs. J. H., Boston, | 5.00 |
| Hemenway, Mrs. Alfred, Boston, | 1.00 |
| Hemenway, Mrs. C. P., Boston, | 10.00 |
| Higginson, Mrs. H. L., Boston, | 15.00 |
| Hills, Mrs. E. A., Boston, | 5.00 |
| Hitchcock, Mrs. David W., Boston, | 5.00 |
| Hogg, Mrs. John, Boston, | 5.00 |
| Hooper, Mrs. F. T., Boston, | 1.00 |
| Hooper, Mrs. J. R., Boston, | 2.00 |
| Hooper, Mrs. R. C., Boston, | 10.00 |
| Hooper, Mrs. S. E., Roxbury, | 1.00 |
| Horton, Mrs. E. A., Boston, | 2.00 |
| Horton, Mrs. W. H., Boston, | 10.00 |
| Houghton, Hon. H. O., Cambridge, | 5.00 |
| Howe, Mrs. A., Boston, | 1.00 |
| Howe, Mrs. Julia Ward, Boston, | 5.00 |
| Howland, Mrs. J. A., Jamaica Plain, | 1.00 |
| Hubbard, Mrs. Eliot, Boston, | 10.00 |
| Hudson, Mrs. John E., Boston, | 5.00 |
| Hunneman, Miss Elizabeth A., Roxbury, | 2.00 |
| Hunneman, Mrs. S. W., Roxbury, | 1.00 |
| Hunnewell, Miss Charlotte, Boston, | 10.00 |
| Hunnewell, Mr. H. H., Boston, | 50.00 |
| Hutchins, Mrs. Constantine F., Boston, | 5.00 |
| Inches, Mrs. C. E., Boston, | 1.00 |
| Jackson, Miss E., Boston, | 3.00 |
| Jackson, Mrs. J. B. S., Boston, | 5.00 |
| <i>Amount carried forward,</i> | <hr/> \$981.50 |

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| <i>Amount brought forward,</i> | \$981.50 |
| James, Mrs. John W., Boston, | 10.00 |
| Jewett, Miss Annie, Boston, | 2.00 |
| Johnson, The Misses, Boston, | 20.00 |
| Jones, Mrs. Edward C., New Bedford, | 25.00 |
| Jones, Miss Ellen M., Boston, | 10.00 |
| Jones, Mrs. Jerome, Brookline, | 1.00 |
| Jordan, Mrs. Eben D., Boston, | 5.00 |
| Jordan, Mrs. Eben D., Jr., Brookline, | 5.00 |
| Josselyn, Mrs. A. S., Boston, | 5.00 |
| Joy, Mrs. Charles H., Boston, | 10.00 |
| Kehew, Mrs. W. B., Boston, | 1.00 |
| Kidder, Mrs. Henry P., Milton, | 5.00 |
| Kidner, Mrs. R., Boston, | 2.00 |
| Kimball, Mrs. D. P., Boston, | 25.00 |
| Kimball, Mrs. M. D., Boston, | 1.00 |
| Kimball, Miss S., Boston, | 1.00 |
| Kimball, Mrs. S. H., Jamaica Plain, | 5.00 |
| King, Mrs. D. Webster, Boston, | 2.00 |
| Kinsley, Mrs. Edward W., Boston, | 5.00 |
| Kuhn, Mrs. H., Boston, | 5.00 |
| Lamson, Mrs. J. A., Boston, | 1.00 |
| Lee, Mrs. George C., Boston, | 10.00 |
| Lee, Mrs. J. H., Boston, | 5.00 |
| Lincoln, Miss C. K. T., Hingham, | 1.00 |
| Lockwood, Mrs. Rhodes, Boston, | 1.00 |
| Lodge, Mrs. John E., Boston, | 5.00 |
| Loring, Mrs. W. C., Boston, | 25.00 |
| Lothrop, Mrs. Thornton K., Boston, | 10.00 |
| Loud, Mrs. S. P., Boston, | 2.00 |
| Lovering, Mrs. C. T., Boston, | 10.00 |
| Lowell, Mrs. E. J., Boston, | 1.00 |
| Lowell, Miss G., Boston, | 1.00 |
| Lowell, Mrs. John, Boston, | 5.00 |
| <i>Amount carried forward,</i> | \$1,203.50 |

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| <i>Amount brought forward,</i> | \$1,203.50 |
| Lowell, Mrs. John, Jr., Chestnut Hill, | 1.00 |
| Lyman, Mrs. Arthur T., Boston, | 5.00 |
| Mack, Mrs. Thomas, Boston, | 1.00 |
| Mandell, Mrs. S. P., Boston, | 2.00 |
| Matthews, Miss A. B., Boston, | 1.00 |
| Matthews, Miss Alice M. C., Boston, | 1.00 |
| Mead, Mrs. S. R., Boston, | 10.00 |
| Merriam, Mrs. Charles, Boston, | 5.00 |
| Merrill, Mrs. J. W., Boston, | 10.00 |
| Meyer, Mrs. George A., Boston, | 10.00 |
| Minot, Mrs. C. H., Boston, | 10.00 |
| Minot, Dr. Francis, Boston, | 10.00 |
| Mixter, Mrs. William, Boston, | 1.00 |
| Mixter, Miss M., Boston, | 1.00 |
| Morison, Mrs. J. H., Boston, | 1.00 |
| Morison, Mrs., Boston, | 2.00 |
| Morrill, Miss Annie W., Boston, | 3.00 |
| Morrill, Miss Fannie E., Boston, | 3.00 |
| Moseley, Miss, Boston, | 1.00 |
| Motte, Mrs. Ellis L., Boston, | 2.00 |
| Neal, Mrs. George B., Charlestown, | 1.00 |
| Neal, Miss, Charlestown, | 1.00 |
| Newell, Mrs. G. A., Boston, | 5.00 |
| Nichols, Mrs. F. S., Boston, | 5.00 |
| Norcross, Miss Laura, Boston, | 10.00 |
| Norcross, Mrs. Otis, Boston, | 5.00 |
| Norcross, Mrs. Otis, Jr., Boston, | 5.00 |
| Norman, Mrs. G. H., Boston, | 10.00 |
| Otis, Mrs. W. S., Boston, | 2.00 |
| Page, Mrs. Calvin G., Chestnut Hill, | 1.00 |
| Paine, Mrs. R. T., Boston, | 10.00 |
| Palfrey, Mrs. F. W., Boston, | 20.00 |
| Palmer, Mrs. C. H., Boston, | 1.00 |
| <i>Amount carried forward,</i> | \$1,359.50 |

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| <i>Amount brought forward,</i> | \$1,359.50 |
| Parker, Mrs. William L., Boston, | 5.00 |
| Parkinson, Mrs. John, Boston, | 5.00 |
| Parkman, Mr. Francis, Boston, | 5.00 |
| Parsons, Mrs. Wm. and Miss, Boston, | 5.00 |
| Peabody, Mrs. Anna P., Boston, | 5.00 |
| Peabody, Mr. F. H., Boston, | 10.00 |
| Peabody, Mrs. Oliver W., Boston, | 5.00 |
| Peabody, Mrs. S. E., Boston, | 5.00 |
| Pfaff, Mrs. Jacob, Boston, | 5.00 |
| Phillips, Mrs. John C., Boston, | 25.00 |
| Phipps, Miss, Boston, | 20.00 |
| Pickering, Mrs. Edward, Boston, | 5.00 |
| Pickman, Mrs. W. D., Boston, | 10.00 |
| Pillsbury, Miss Elsie G., Boston, | 1.00 |
| Poor, Mrs. Charles C., Boston, | 1.00 |
| Pope, Mrs. A. A., Boston, | 25.00 |
| Pope, Drs. E. F. and C. A., Boston, | 2.00 |
| Porteous, Mrs. John, Boston, | 4.00 |
| Porteous, Miss M. F., Boston, | 1.00 |
| Poulsson, Miss Emilie, Boston, | 1.00 |
| Poulsson, Miss Laura E., Boston, | 1.00 |
| Powars, Miss M. A., Boston, | 1.00 |
| Prince, Mrs. J. F., Jr., Ottawa, Canada, | 1.00 |
| Proctor, Mrs. H. H., Boston, | 2.00 |
| Putnam, Mrs. J. P., Boston, | 5.00 |
| Putnam, Mrs. S. R., Boston, | 10.00 |
| Quincy, Mrs. C. F., Chicago, Ill., | 2.00 |
| Quincy, Mrs. George H., Boston, | 5.00 |
| Rantoul, Miss H. L., Beverly, | 1.00 |
| Reed, Mrs. Wm. Howell, Boston, | 5.00 |
| Revere, Mrs. Paul J., Boston, | 5.00 |
| Rice, Mrs. Henry A., Boston, | 5.00 |
| Richards, Miss A., Boston, | 1.00 |
| <i>Amount carried forward,</i> | \$1,548.50 |

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| <i>Amount brought forward,</i> | \$1,548.50 |
| Richards, Mrs. Dexter H., Boston, | 10.00 |
| Richards, Mrs. W. D., Boston, | 2.00 |
| Richardson, Mrs. Spencer W., Boston, | 5.00 |
| Richardson, Mrs. Thomas O., Boston, | 2.00 |
| Robbins, Mrs. R. E., Boston, | 5.00 |
| Rochford, Francis J., Jamaica Plain, | 1.00 |
| Rodman, Mr. S. W., Boston, | 10.00 |
| Rogers, Miss Annette P., Boston, | 5.00 |
| Rogers, Mrs. Henry M., Boston, | 5.00 |
| Rogers, Mrs. Jacob C., Boston, | 5.00 |
| Rogers, Mrs. J. P., Boston, | 5.00 |
| Rogers, Miss S. S., Boston, | 5.00 |
| Rogers, Mrs. William B., Boston, | 3.00 |
| Ross, Mrs. A., Boston, | 1.00 |
| Rotch, Miss Edith, Boston, | 5.00 |
| Rotch, Mrs. T. M., Boston, | 2.00 |
| Russell, Mrs. William A., Boston, | 10.00 |
| Rust, Mrs. Nathaniel J., Boston, | 1.00 |
| Sabine, Mrs. G. K., Brookline, | 1.00 |
| Saltonstall, Mr. Henry, Boston, | 25.00 |
| Sampson, Mrs. Edwin H., Boston, | 1.00 |
| Sampson, Mr. George, Boston, | 10.00 |
| Sampson, Miss H. H., Boston, | 1.00 |
| Sampson, Mrs. O. H., Boston, | 5.00 |
| Sanborn, Mrs. Edwin L., Boston, | 1.00 |
| Sawyer, Mrs. Joseph, Boston, | 1.00 |
| Schlesinger, Mr. Barthold, Brookline, | 50.00 |
| Schwarz, Mrs. Louis B., Brookline, | 1.00 |
| Sears, Mrs. A. P., Brookline, | 1.00 |
| Sears, Mr. Frederick R., Boston, | 25.00 |
| Sears, Mrs. K. W., Boston, | 5.00 |
| Sears, Mrs. P. H., Boston, | 10.00 |
| Sharpe, Mr. L., Providence, R.I., | 10.00 |
| <i>Amount carried forward,</i> | \$1,777.50 |

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| <i>Amount brought forward,</i> | \$1,777.50 |
| Shattuck, Mrs. G. B., Boston, | 5.00 |
| Shattuck, Mrs. G. C., Boston, | 2.00 |
| Shattuck, Mrs. G. O., Boston, | 5.00 |
| Shaw, Mrs. B. S., Boston, | 5.00 |
| Shaw, Mrs. George R., Boston, | 1.00 |
| Shaw, Mrs. H. R., Boston, | 10.00 |
| Shaw, Mrs. Robert G., Boston, | 5.00 |
| Shepherd, Mrs. T. P., Providence, R.I., | 25.00 |
| Shinkle, Miss Camilla H., Covington, Ky., | 1.00 |
| Shurtleff, Tom, | 3.50 |
| Sigourney, Mr. Henry, Boston, | 10.00 |
| Simpson, Miss F. W., Boston, | 3.00 |
| Skinner, Mrs. F., Boston, | 5.00 |
| Smith, Mrs. Samuel, Boston, | 5.00 |
| Soren, Miss Grace, Roxbury, | 1.00 |
| Sorén, Miss E., Roxbury, | 2.00 |
| Soren, Mr. J. H., Roxbury, | 5.00 |
| Sowdon, Mr. A. J. C., Boston, | 10.00 |
| Spaulding, Hon. John P., Boston, | 50.00 |
| Sprague, Dr. Francis P., Boston, | 10.00 |
| Stantial, Mrs. S. F., Boston, | 2.00 |
| Stearns, Mrs. Charles H., Brookline, | 25.00 |
| Stearns, Mrs. R. H., Boston, | 5.00 |
| Stetson, Miss, Boston, | 1.00 |
| Stone, Mrs. F., Boston, | 10.00 |
| Stratton, Mrs. Charles E., Boston, | 1.00 |
| Strinmen, Miss F., Boston, | 1.00 |
| Stuart, Mrs. Willoughby H., Boston, | 2.00 |
| Swain, Mrs. John, Stockbridge, | 5.00 |
| Swan, Miss E. B., Dorchester, | 5.00 |
| Swan, Mrs. Robert, Dorchester, | 10.00 |
| Sweetser, Mrs. A. L., Boston, | 10.00 |
| Sweetser, Mrs. F. E., Boston, | 5.00 |
| <i>Amount carried forward,</i> | \$2,023.00 |

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| <i>Amount brought forward,</i> | \$2,023.00 |
| Taggard, Mrs. B. W., Boston, | 10.00 |
| Thayer, Miss A. G., Boston, | 10.00 |
| Thayer, Mrs. Harriet L., Boston, | 3.00 |
| Thomas, Miss C. C., Boston, | 2.00 |
| Thomas, Mrs. J. B., Jr., Boston, | 10.00 |
| Tilton, Mrs. Joseph B., Boston, | 5.00 |
| Tilton, Mrs. William S., Newtonville, | 2.00 |
| Tuble, Mrs. S. P., Brookline, | 1.00 |
| Turner, Mrs. Alfred T., Boston, | 2.00 |
| Tyler, Mrs. D. S., Lexington, | 5.00 |
| Vickery, Mrs. Herman F., Boston, | 3.00 |
| Voorhees, Mrs. C. C., Cambridgeport, | 1.50 |
| Vose, Miss Florence P., Brookline, | 2.00 |
| Wadsworth, Mrs. O. F., Boston, | 3.00 |
| Wainwright, Miss R. P., Boston, | 5.00 |
| Wales, Mrs. George W., Boston, | 5.00 |
| Walker, Mrs. F. A., Boston, | 2.00 |
| Walker, Mrs. Nathaniel, Boston, | 2.00 |
| Walker, Mrs. Nathaniel U., Brookline, | 1.00 |
| Walley, Mrs. W. P., Boston, | 1.00 |
| Ward, Mrs. Henry V., Boston, | 5.00 |
| Ware, Mrs. Charles E., Boston, | 25.00 |
| Ware, Miss C. L., Cambridge, | 5.00 |
| Warren, Miss Annie C., Boston, | 1.00 |
| Warren, Mrs. Frederick R., Boston, | 5.00 |
| Warren, Mrs. J. S., Boston, | 5.00 |
| Watson, Mrs. F. S., Boston, | 5.00 |
| Webb, Mrs. S. P., Brookline, | 1.00 |
| Webster, Mrs. F. G., Boston, | 5.00 |
| Weeks, Mrs. A. G., Boston, | 2.00 |
| Weld, Mrs. R. H., Boston, | 5.00 |
| Weld, Mrs. William F., Boston, | 20.00 |
| Weld, Mrs. William F., Boston, | 50.00 |
| <i>Amount carried forward,</i> | \$2,232.50 |

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| <i>Amount brought forward,</i> | \$2,232.50 |
| Wesselhoeft, Mrs. M., Boston, | 3.00 |
| Wesselhoeft, Mrs. William P., Boston, | 5.00 |
| Wheelock, Mrs. A. A., Boston, | 5.00 |
| Wheelright, Mrs. J. W., Boston, | 5.00 |
| Wheelright, The Misses, Boston, | 2.00 |
| White, Mrs. C. G., Boston, | 1.00 |
| White, Mrs. and the Misses, Boston, | 3.00 |
| Whiting, Mrs. Irving O., Boston, | 5.00 |
| Whitney, Mrs. H. A., Boston, | 5.00 |
| Whitwell, Mrs. F. A., Boston, | 5.00 |
| Wigglesworth, Miss Anna C., Boston, | 1.00 |
| Willard, Mrs. E. G., Boston, | 1.00 |
| Williams, Mrs. H., Boston, | 25.00 |
| Williams, Mrs. Jeremiah, Boston, | 1.00 |
| Williams, Mrs. T. B., Boston, | 5.00 |
| Wilson, Mrs. C. P., Boston, | 5.00 |
| Wilson, Mrs. W. P., Boston, | 2.00 |
| Winslow, Miss H. M., Jamaica Plain, | 1.00 |
| Winsor, Mrs. Ernest, Chestnut Hill, | 35.00 |
| Wolcott, Mrs. Roger, Boston, | 5.00 |
| Woodbury, Mrs. J. P., Boston, | 5.00 |
| Woodworth, Mrs. A. S., Boston, | 10.00 |
| Wright, Mrs. George W., Boston, | 1.00 |
| Wright, Miss, Boston, | 1.00 |
| Wright, Miss M. A., Boston, | 5.00 |
| Wright, Miss M. E., Boston, | 5.00 |
| | <hr/> |
| | \$2,379.50 |

CAMBRIDGE BRANCH.

Through Mrs. ELIZABETH C. AGASSIZ.

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|---|-----------------|
| Abbot, Mrs. F. E., Cambridge, | \$2.00 |
| Abbott, Mrs. Martha T., Cambridge, | 25.00 |
| A friend, | 5.00 |
| A friend in New York, | 4.00 |
| Ames, Mrs. James B., Cambridge, | 5.00 |
| Bartlett, Mrs. John, Cambridge, | 30.00 |
| Batchelder, Mrs. J. M., Cambridge, | 1.00 |
| Beard, Mrs. Edward L., Cambridge, | 1.00 |
| Bemis, Mrs. Lucy C., Cambridge, | 10.00 |
| Bradford, Mrs. J. Russell, Cambridge, | 10.00 |
| Brooks, Miss Martha, Cambridge, | 5.00 |
| Cary, The Misses, Cambridge, | 5.00 |
| Chapman, Mrs. Lucy, Cambridge, | 2.00 |
| Child, Miss H. M., Cambridge, | 2.00 |
| Cooke, Mrs. J. P., Cambridge, | 5.00 |
| Deane, Mrs. Charles, Cambridge, | 2.00 |
| Dodge, Mrs. Lucy L., Cambridge, | 10.00 |
| Dodge, Mrs. S. B., Cambridge, | 1.00 |
| Eustis, Mrs. Frank, Cambridge, | 1.00 |
| Fiske, Mrs. James C., Cambridge, | 5.00 |
| Foote, Mrs. G. L., Cambridge, | 5.00 |
| Foote, Miss Mary B., Cambridge, | 5.00 |
| Foster, Mrs. Francis C., Cambridge, | 100.00 |
| Gannett, Mrs. Theo. B., Cambridge, | 10.00 |
| Goodale, Mrs. George, Cambridge, | 1.00 |
| Goodwin, Miss A. M., Cambridge, | 5.00 |
| Goodwin, Mrs. Hersey, Cambridge, | 3.00 |
| Goodwin, Mrs. W. W., Cambridge, | 10.00 |
| Greene, Mrs. Copley, Cambridge, | 5.00 |
| Greenleaf, Mrs. James, Cambridge, | 100.00 |
| Greenough, Mrs. Henry, Cambridge, | 1.00 |
| <i>Amount carried forward,</i> | <u>\$376.00</u> |

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| <i>Amount brought forward,</i> | \$376.00 |
| Harris, Miss Charlotte M., Cambridge, | 1.00 |
| Hedge, Miss Charlotte, Cambridge, | 3.00 |
| Henchman, Miss A. P., Cambridge, | 5.00 |
| Hooper, Mr. E. W., Cambridge, | 25.00 |
| Jones, Mrs. L. S., Cambridge, | 1.00 |
| Lawrence, Mrs. William, Cambridge, | 5.00 |
| Mackay, Miss F. M., Cambridge, | 5.00 |
| McKean, Mrs. H. S., Cambridge, | 1.00 |
| Nichols, Mrs. John, Cambridge, | 2.00 |
| Norton, The Misses, Cambridge, | 2.00 |
| Page, Miss Abby S., Cambridge, | 1.00 |
| Page, Mr. Samuel, Cambridge, | 1.00 |
| Page, Miss Sarah H., Cambridge, | 1.00 |
| Paine, Miss J., Cambridge, | 2.00 |
| Palfrey, Mrs., Cambridge, | 1.00 |
| Peabody, Miss, Cambridge, | 2.00 |
| Putnam, Mrs. George, Cambridge, | 5.00 |
| Richards, Mrs. R. A., Cambridge, | 1.00 |
| Riddle, Miss, Cambridge, | 1.00 |
| Scudder, Mr. H. S., Cambridge, | 1.00 |
| Smith, Mrs. Horatio, Cambridge, | 2.00 |
| Spelman, Mrs. J. M., Cambridge, | 1.00 |
| Stone, Mrs. J. S., Cambridge, | 5.00 |
| Swan, Mrs. S. H., Cambridge, | 3.00 |
| Thayer, Mrs., Cambridge, | 1.00 |
| Thayer, Mrs. J. H., Cambridge, | 2.00 |
| Thornton, Mrs. Annie C., Magnolia, | 3.00 |
| White, Mrs. Gardiner, Cambridge, | 5.00 |
| Whitman, Mrs. Ephraim P., Cambridge, | 5.00 |
| Whitney, Mr. A. A., Cambridge, | 1.00 |
| Whittemore, Mrs. G. W., Cambridge, | 1.00 |
| Willson, Miss Annie B., Cambridge, | 5.00 |
| | <hr/> |
| | \$476.00 |

DORCHESTER BRANCH.

Through Mrs. ELIZABETH S. WHITTEN.

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|---|----------------|
| Atherton, Mrs. Samuel, Dorchester, | \$1.00 |
| Austin, Mrs. William R., Dorchester, | 2.00 |
| Bartlett, Mrs. S. E., Boston, | 1.00 |
| Bates, Mrs. George C., Dorchester, | 1.00 |
| Bean, Mrs. J. Henry, Dorchester, | 1.00 |
| Bockus, Mrs., Dorchester, | 1.00 |
| Bradford, Mrs. Martin L., Dorchester, | 2.00 |
| Bradford, The Misses, Dorchester, | 2.00 |
| Brigham, Mrs. Frank E., Dorchester, | 1.00 |
| Burdett, Mrs. Charles A., Dorchester, | 1.00 |
| Burt, Mr. Edward N., Dorchester, | 1.00 |
| Callender, Mrs. Henry, Dorchester, | 1.00 |
| Callender, Miss, Dorchester, | 1.00 |
| Carruth, Mrs. Nathan, Ashmont, | 1.00 |
| Clark, Mrs. W. R., Jr., Dorchester, | 1.00 |
| Davis, Miss Katherine F., Dorchester, | 1.00 |
| Dickinson, Mrs. Martha L., Dorchester, | 1.00 |
| Dillaway, Mrs. C. O. L., Dorchester, | 1.00 |
| Dolan, Miss, Dorchester, | 1.00 |
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OF

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OF THE

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AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1894

BOSTON

PRESS OF GEO. H. ELLIS, 141 FRANKLIN STREET

1895

Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, OCTOBER 16, 1894.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR:—I have the honor to transmit to you, for the use of the legislature, a copy of the sixty-third annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

M. ANAGNOS,

Secretary.

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1895.
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 Villard, Mrs. Henry, New York.
 Vose, Miss Caroline C., Milton.
 Wainwright, Miss R. P., Boston.
 Wales, George W., Boston.
 Wales, Mrs. George W., Boston.
 Wales, Joseph H., Boston.
 Ward, Rev. Julius H., Boston.
 Warden, Erskine, Waltham.
 Ware, Mrs. Charles E., Boston.
 Ware, Miss M. L., Boston.
 Ware, Miss Charlotte L., Cambridge.
 Warren, J. G., Providence.
 Warren, Mrs. J. Sullivan, Boston.
 Warren, Mrs. Wm. W., Boston.
 Washburn, Rev. Alfred F., South Boston.
 Washburn, Hon. J. D., Worcester.
 Waterston, Mrs. R. C., Boston.
 Watson, Thomas A., Weymouth.
 Watson, Mrs. Thomas A., Weymouth.
 Webster, Mrs. John G., Boston.
 Weeks, A. G., Boston.
 Weld, Otis E., Boston.
 Weld, R. H., Boston.
 Weld, Mrs. W. F., Boston.
 Weld, Mrs. William F., Boston.
 Weld, W. G., Boston.
 Wells, Mrs. Elizabeth S., Boston.
 Wesson, J. L., Boston.
 Wheelock, Miss Lucy, Boston.
 Wheelwright, A. C., Boston.
 Wheelwright, John W., Boston.
 White, C. J., Cambridge.
 White, Charles T., Boston.
 White, Mrs. Charles T., Boston.
 White, G. A., Boston.
 Whitehead, Miss Mary, West Somerville.
 Whitford, George W., Providence.
 Whiting, Albert T., Boston.
 Whiting, Ebenezer, Boston.
 Whitman, Mrs. Sarah W., Boston.
 Whitney, Miss Anne, Boston.
 Whitney, Edward, Belmont.
 Whitney, Henry M., Brookline.
 Whitten, Mrs. Elizabeth S., Dorchester.
 Whitwell, S. Horatio, Boston.
 Whitwell, Miss S. L., Boston.
 Wigglesworth, Edward, M.D., Boston.
 Wigglesworth, Thomas.
 Wightman, W. B., Providence.
 Williams, Mrs. H., Boston.
 Williams, Miss Louise H., Boston.
 Wilson, Mrs. Maria Gill, Boston.
 Winslow, Mrs. George, Roxbury.
 Winsor, Mrs. Ernest, Chestnut Hill.
 Winsor, J. B., Providence.
 Winthrop, Mrs. John, Stockbridge.
 Winthrop, Mrs. Thomas L., Boston.
 Wolcott, Mrs. J. H., Boston.
 Wolcott, Roger, Boston.
 Woodruff, Thomas T., Boston.
 Woods, Henry, Boston.
 Woolf, Benjamin E., Boston.
 Worthington, Roland, Roxbury.
 Young, Mrs. Benjamin L., Boston.
 Young, Charles L., Boston.



SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION

SOUTH BOSTON, Oct. 10, 1894.

The annual meeting of the corporation, duly summoned, was held today at the institution and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Col. Henry Stone presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected: —

President — Samuel Eliot, LL.D.

Vice-President — George S. Hale.

Treasurer — Edward Jackson.

Secretary — Michael Anagnos.

Trustees — William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Henry Marion Howe, Edward N. Perkins, Leverett Saltonstall, S. Lothrop Thorndike and George W. Wales.

Rev. George A. Gordon, D.D., Charles Lowell, John H. Morison, Eugene Tompkins, Mrs. John A. Phipps of Boston, Charles H. Porter of Quincy and Miss Alice Foster Tilden of Milton were afterwards elected members of the corporation by a unanimous vote.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,

Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND
SOUTH BOSTON, October 3, 1894.

To the Members of the Corporation.

LADIES AND GENTLEMEN: — At the return of your annual meeting, it becomes the duty of the trustees, to whom you and the governor and the council of the commonwealth have intrusted the management of the institution, to render an account of their stewardship for the year ending September 30, 1894.

No very marked changes have occurred in the school since the publication of the last annual report. The same principles, which have hitherto marked its administration, continue to be exercised. We feel assured that no one can witness its workings and see their results in the mental development as well as in the physical health, the cheerfulness and intelligence of the pupils, and their proficiency and skill in their various occupations without being convinced of the efficiency, zeal and attention of all concerned in its conduct.

There has been no increase in the number of pupils during the year. At its close there were 146 belonging to the parent school at South Boston, 59 to the kindergarten at Jamaica Plain, and 13 to the

workshop for adults. In addition, there are 16 persons employed as teachers, or in other positions, making the total number of blind persons connected with the institution 234.

The school has enjoyed general immunity from serious illness. There have been two cases of diphtheria in a mild form and some of tonsillitis. One of the girls died at her home of spinal trouble, and another was suffering with consumption and was placed in the consumptives' home. With these exceptions the health of the inmates has been exceedingly good.

The report of the director, with all statistical and other exhibits, showing the operations and results of the year and the present condition of the institution and its prospects and needs, is hereto appended.

THE SCHOOL AND ITS WORK.

The school offers to the blind of New England an excellent opportunity for a sound and thorough education. The work of instruction is carried on in various departments, and has been performed in an intelligent and efficient manner.

Bodily health and vigor have been considered as of prime importance, and ample attention has been paid thereto. A system of physical education has been carefully organized, steadily developed and carried on with energy and intelligence.

In every department of the school, improved

methods have been eagerly sought and introduced. Passive formalism and routine have given place to scientific activity and stimulus. Valuable additions have also been made to the library, to the museum and to collections of educational appliances and illustrative apparatus.

Music naturally and necessarily occupies a most important place in the life and education of the blind. It is needless to say that instruction in this department has been carried on in a satisfactory manner and with good results. The same corps of teachers has been employed in the work as last year. New pianofortes and other musical instruments have been procured, as needed.

The board of trustees has been governed by an earnest purpose to increase the means and enlarge the field of education for the blind in every available direction.

COMMENCEMENT EXERCISES.

On June 5th 1894 the annual commencement exercises were held, as they were one year ago, in Boston Theatre, and again this spacious building was filled with a cultured and enthusiastic audience representative of the best people of New England. The occasion was graced by the presence of Governor Brown of Rhode Island, together with Hon. Thomas B. Stockwell, commissioner of public schools, and several members of the board of education of that state.

The stage of the theatre was set to represent a woodland landscape,—the green trees and bushes forming a most effective background for the groups of happy children, all in gala dress and all alike ready and eager to take part in the exercises of the day. In front of the older pupils, those of the parent school, were seated the little boys and girls from the kindergarten. This arrangement afforded a view of the entire school and the scene with its vista of happy faces made an impressive picture.

The exercises commenced with an overture played by the band. The selection rendered was the coronation march from Meyerbeer's *Le Prophète*.

Dr. Samuel Eliot presided, and after the performance by the band he spoke as follows :

These young people bid you welcome to their commencement exercises. I wish they could see what has been called the look of expectant sympathy in your faces, but I am sure they feel it, and the consciousness of that will give them strength and happiness this afternoon. Those of you who have attended these exercises in years gone by very well know that they are different from ordinary commencement exercises. In the first place they represent the work of the whole school, from the highest class to the lowest, not of the graduates only ; and in the next place they represent the work of training, done under a great disadvantage, and I am sure you will see that the want of one vital faculty in these children is supplied by the added intensity and force of other faculties ; and you will see, what is far more important than that, that the spirit which enables them to conquer their disadvantage enables them also to conquer their advantages, and to make use of them as I am afraid the majority of us who see do





EDITH THOMAS AND LOTTIE B. RICH.

not make use of ours. The exercises have commenced already with the performance by the band of the coronation march, and will now continue with an exercise in geography by Lottie Rich, Jenny Foss, Edna Reed and Edith Thomas. Edith Thomas is known to most of you as one bereft of more senses than the sense of sight.

Meanwhile the four girls were busy in modelling maps in clay. The frames were supported by easels and by this means a view of the work was afforded to the audience. The skilful fingers of the sightless children were watched with eager interest as the moulding proceeded and the outlines of the section became distinct and easily recognizable. The accurate knowledge of the physical features of the country which has been gained by practice in map making, together with the ability to point out the location of cities, agricultural communities and various industries, was clearly shown, as the girls traced with their fingers and described the systems of mountains, rivers and lakes as well as the artificial divisions of New England. The lively interest which is felt in Edith Thomas was both justified and intensified by the effective manner in which her part of the work was done. The map which she had made represented Massachusetts divided into counties. While with her left hand Edith traced the boundaries of these sections, pointed out the prominent natural features and indicated the place where the leading industrial centres would be found, with the ready fingers of her right hand she spelled the names of the same to her

classmate who acted as interpreter and gave her words to the audience. The entire performance fully merited the approval which was so heartily expressed.

All the musical numbers on the programme were exceptionally well given. The audience seemed gratified alike by the careful and conscientious execution of the several selections and by the evidence of thorough training which the pupils displayed. The Students' Song, the words of which were written by one member of the graduating class, and the music by another, deserves special mention.

The provision which the institution makes for physical education, together with the results which are secured by careful and systematic training in this important department of school work, was seen in the creditable exhibition in gymnastics and military drill.

That the study of the sciences by the blind is both feasible and not without practical importance was shown most clearly by the two exercises, which were conducted by the members of the graduating class. Miss Florence E. Welfoot and Miss Mary E. Tierney illustrated the physical nutrition by foods, and in so doing demonstrated also a successful method of teaching and study. The young men of the class carried on interesting experiments in electricity,—generating currents both with batteries and with dynamo-electrical machines, and showing with these currents the operation of the electric bell, the telegraphic sounder, the electric light and the dynamo. The ex-

planations relating both to the apparatus and to the subject matter were clear and lucid.

Following this exercise came the presentation of diplomas by Dr. Samuel Eliot to the seven graduates. Their names were James Sylvanus Davis, Charles Francis Forrester, William Augustine Messer, Francis Joseph Leo O'Brien, Charles Augustus Robair, Mary Ellen Tierney and Florence Eva Welfoot. Dr. Eliot's words were eloquent and impressive and his message to the graduates was full of cheer and encouragement. He said: —

Your director asks me to present to you your diplomas. They are the gift of him and his associate teachers; they are not my gift, and not the gift of any others whom I represent. They are the rewards of work faithfully performed, but they are, I am sure, in your eyes more than that; they are the promise of work yet to be fulfilled, of work yet to come.

Today you are outward bound. You leave the soft haven where you have been spending these recent years of your life, and go to encounter the swelling currents and tossing seas of that great ocean on which we are all sailing, and where you will sail as well as we, with every prospect of favoring breezes and of a happy port at the end.

I cannot too strongly dwell upon the interest which these friends of yours here assembled in large numbers take in your future, and the good wishes with which they will follow you as you start upon your long and I trust happy voyage. There are some who will start as you will, some who have long since started, and are much nearer the end than the beginning of their voyage; but all alike, whether old or young, are at this moment of one heart and one mind in wishing you all possible happiness. You have every reason to be encouraged. Every day brings to light some

new triumph won by those who like yourselves have been deprived of one of the senses with which God has endowed his children. I read the other day of an organist of whom his pastor speaks as having given him and his congregation such music, so precise, so clear and artistic, and far more than that, so reverent and religious, as hardly any congregation in America could boast of hearing. That was the work of a blind organist, blind for thirty years, which has been going on in a church in Philadelphia.

A week or two ago I read in an English paper of the death of Miss Alice King, a name you never perhaps heard. She was blind at seven years of age, but her training was so well carried on that she mastered seven languages, and became the aid of her father in his parish, taking large classes of women and teaching the Bible to them; and all the while she was writing books for the benefit not only of the blind, but of the seeing, all over England. These are great examples and encouragements, not only to you, but to us all.

You have the will, I am sure, to go on and meet whatever God may have in store for you. A poet makes his hero say, "I go to prove my soul," and you are going to prove your souls. We all hope that you will find, from year to year, and from day to day, such strength and hope as you will need. Emerson said: "We judge a man's wisdom by his hope," and you must have hope. The world needs you, the world has hoped for you, will hope with you, and you have only to go forward in the way that opens to you from the time you leave your school, and you will be sure to succeed, in the highest sense of success.

I sometimes envy you your visions. Mrs. Browning wrote of a friend of hers, blind, like you, "Permitted with his wandering eyes light-proof to have fair visions." You have in the exercises of this afternoon shown us that you have them, very fair visions, and I can only hope that they will multiply and increase, and that their radiance will continue to the very end.

I hand you these diplomas:— Mary Ellen Tierney; Florence

Eva Welfoot; Charles Augustus Robair; Charles Francis Forrester; Francis Joseph Leo O'Brien; William Augustine Messer; James Sylvanus Davis.

And now, in behalf of this great assembly, and of these friends who are upon the stage, of those who are living and those who are dead who have been interested in the Perkins Institution and Massachusetts School for the Blind, I bid this graduating class of 1894, hail, and not farewell!

The exercises ended with a selection from one of Rossini's operas,—“Thus to hearts all freshly glowing.” This was well sung by a chorus of mixed voices.

POST GRADUATE COURSE.

The establishment of a post graduate course has been constantly and urgently advocated in these reports. The trustees have felt that the institution of such a course ought no longer to be postponed. The first steps have at length been taken for the accomplishment of this long deferred purpose. A room has been provided, a teacher employed, a plan of study arranged, and the required books, in raised print, are in course of preparation. Among them is included an elementary Latin lexicon.

Thus a small beginning has been made of an advanced course which, it is intended, shall be so extended as to fit those taking it for admission to our best colleges, or for teaching the higher branches of learning. It is also intended to furnish a thorough and scientific musical education for those capable of

receiving it, as well as to provide the means of practical business training for those who must pursue the usual vocations of life.

BLIND DEAF-MUTES.

In former reports of the trustees, and especially in the reports of the director, may be found accounts of the three blind deaf-mutes who are still under our care — Edith Thomas, Willie Elizabeth Robin and Tommy Stringer. The report of the director for this year gives in detail a statement of their studies and progress during the year just closed. But the trustees also desire to call special attention to what the school and kindergarten have been able to do for these otherwise helpless children. Their steady development in character, in knowledge and in practical ability is most encouraging. The result, in their case — as in that of Laura Bridgman and Helen Keller — shows that no matter what the obstacle, the hidden intellect can be reached in spite of apparent impossibility, and that it is worth reaching. It is not merely for the few so afflicted that the lesson conveys its moral: — it is made evident, by the success which has been gained in this training, that even greater difficulties can be overcome. The cause of education everywhere is advanced by everything that is learned and done by these afflicted ones, who can neither hear nor see. As every new invention, and every important discovery, opens the door to other and greater

discoveries and inventions, so the awakening of these children to an intellectual life will be the means of finding fresh avenues to all sources of knowledge and to every means of attainment.

FINANCES.

In the report of the treasurer, which is herewith presented, full details are given of the receipts and expenditures of the year. These may be summarized as follows :

| | |
|--|-------------------|
| Cash on hand October 1, 1893 . . . | \$3,248.45 |
| Total receipts from all sources during the year | <u>176,604.94</u> |
| | \$179,853.39 |
| Total expenditures and investments . . | <u>167,672.29</u> |
| Balance on hand, September 30, 1894 . | \$12,181.10 |

The financial affairs of the institution have been administered with prudence, and the expenses have been kept at a low point. By the exercise of rigid economy the cost of carrying on the work of the establishment might be reduced somewhat, but this saving would involve the lessening of the efficiency of the school. That alone is true economy which demands an adequate outlay to insure the greatest return for the investment.

HOWE MEMORIAL PRESS.

The work of the printing office has been carried on with efficiency and regularity, and the following books have been issued during the year: George Eliot's *Adam Bede* in three volumes; *Elementary Arithmetic*, compiled by Mabel Townsend; Collar and Daniell's *Beginner's Latin Book* in two volumes, and *Latin-English Vocabulary*; Landon's *Pianoforte Method* volume two; Mary P. Webster's *Preparation for Harmony*; W. S. Matthew's *Standard Series* grade one; Bach's *Fifteen Two Voiced Inventions* and *Three Voiced Inventions*; *Selected Hymns*. Several pieces of sheet music for voice, band and pianoforte have been printed. We have now in press a *Latin-English Lexicon* and *Caesar's Commentaries*.

A supply of new type has been cast, and a second stereotyping machine has been added to the appliances of the printing department. The need of more room has become so imperative that the erection of a new commodious building cannot be much longer postponed.

The Howe Memorial Press exerts a most powerful influence not only in our school and in the homes of its graduates, but in numerous other places throughout the country.

THE INCREASE AND VALUE OF OUR LIBRARY.

The library has received numerous additions during the past year, and has become a great educational source accessible not only to the blind of New England, but to many others, who reside in various parts of the United States. In fact its treasures are open to all those who are in need of them.

The rapid growth of our collection of books and the increased use made of them are among the most encouraging features in the annual story of the progress of the institution and of the wide diffusion of its advantages. Wordsworth says,—

Books are the spirit breathed
By dead men to their kind ;

and the aim of our board is to make it possible for the blind to hold communion with the “loftiest spirits of the mighty dead,” and to put within the reach of every sightless reader the works of the master minds of English and foreign literature.

In order to render our publications accessible to those who may desire to use them, a complete set has been placed in the public library of each of the following cities: Boston, Somerville, New Bedford, Fitchburg, Worcester, Providence, Newport, Hartford, New Haven and Portland, Maine. These collections are increased and replenished from time to time free of charge to the libraries. In one case the

books were accompanied with a complete list in raised characters, so that the blind might read it and make their own choice of reading like other people.

This arrangement proves to be satisfactory and we have already received several letters bearing testimony to its value. Miss Caroline M. Hewins, librarian of the Hartford Public Library, writes as follows:—

Permit me to add my own thanks to the formal acknowledgment which you will receive from the library for your kind gift of books in raised print. Our number of blind readers is increasing, and they enjoy and appreciate the fifty or more volumes which you sent us several years ago. The box which came this morning will be a most welcome addition to our resources.

From a letter of Mr. William E. Foster, librarian of the Providence Public Library, we make the following extract:—

I enclose acknowledgment of the volumes which you have been kind enough to send us,—there having been some delay in unpacking the box.

I wish to take this opportunity to say, that they accomplish a most useful purpose in this library, and you may be interested to know (from the marked portion of the enclosed “Rules and regulations”) how wide a circuit of users they have. We send them by express to the more distant places and they are returned by express.

The section of the rules, to which Mr. Foster refers, reads as follows:

Any blind person, living within the State of Rhode Island, or

within a radius of thirty miles of the city in any direction, is entitled to the use of the library's books in raised letters for the blind.

Various institutions for blind adults, located in New York, Pennsylvania and elsewhere, have been supplied with our books without cost to them, and to many blind persons residing in different sections of the country, who have applied to us for reading matter, never has been given a negative reply.

WORKSHOP FOR ADULTS.

This department has continued to suffer by the depression, which has generally prevailed in business circles, and the balance sheet shows a deficit of \$966.37. This amount is larger by \$669.11 than that recorded in our last annual report.

Each successive year makes the necessity of securing a sufficient amount of work for our men more urgent, and we appeal to the public for an increase of patronage, which will enable us to give employment to a large number of industrious and deserving persons and thus render them self-supporting.

One of the men connected with the workshop, Thomas A. McDonough, died of Bright's disease on the 28th of May last.

DEATH OF MEMBERS OF THE CORPORATION.

During the past year the institution has lost by death twenty-six of its valued and highly esteemed corporate members. The list includes Amos Chafee Barstow, ex-mayor of Providence and one of its most favorite sons and most prominent citizens; Miss H. Louisa Brown, noted for her uprightness and originality, as well as for the fine ideality characteristic of the artistic temperament; Miss Julia Bullock of Providence, one of the contributors to the printing-fund; Joseph Burnett, a man held in high esteem by all who knew him either in business or society,—his old associates have rarely been called upon to mourn a gentler spirit or a more attractive personality; John L. Emmons, an earnest patriot and a true representative of the old school of tried and conscientious business men of Boston; Caleb C. Gilbert, a constant friend and helper of those in need, privation or suffering; Mrs. Elizabeth Henderson Guild, who was a contributor to the kindergarten and whose memory is held in tender respect and regard; George S. Harwood, full of generous deeds and good works; Miss Charlotte Maria Haven of Portsmouth, New Hampshire, than whom benevolence had no truer disciple and the cause of the blind no more devoted friend and generous helper; Mrs. Mary Hemenway, the munificent patroness and noble promoter of many enterprises, educational, scientific and philanthropic, against whose honored and beloved name stands a

long list of good deeds; Mrs. Francis S. Hesseltine of Melrose, who was ever ready to lend a helping hand to the cause of freedom and humanity; Waldo Higginson, a man of high aims and charitable deeds; Hon. Alfred H. Littlefield of Pawtucket, ex-governor of Rhode Island, highly esteemed by all who were privileged to enjoy his acquaintance; Miss Frances M. Mackay of Cambridge, a constant contributor to the funds of the kindergarten and one whose memory will long be dear to many hearts; Rev. James Howard Means, D.D., of Dorchester, who was officially connected with various literary and benevolent societies, and who rendered faithful service to the institution for four years as a member of the board of trustees; George Richard Minot, a well-known merchant, whose generous deeds must have made his life full of happiness; William Minot, one of the most prominent figures in Boston, who enjoyed a reputation of strict integrity and probity and who was intrusted with the management and care of many large estates and held many responsible trusts; Edward Motley, by whose death the blind lost one of their liberal and constant friends and the city one of its noblest sons, whose life was replete with earnestness, goodness and benevolence; John Felt Osgood of Salem, whose fame as a philanthropist and public-spirited citizen was based upon many deeds of charity and true generosity; Francis Parkman, who was so highminded and faithful to duty that "none knew him but to love him or named him but to praise," and

whose place in literature is so exalted that no other American historian has approached him in delicacy, truthfulness and simplicity of style, or has equalled him in the exquisite mastery of details, or in the gifts and qualities which characterize a great author; William Francis Sayles of Pawtucket, R.I., the millionaire manufacturer, who donated a building to Brown University in memory of his son, who died while in college; Mrs. Anne Henrietta Shattuck, a "noble woman nobly planned" who took great pleasure in aiding the cause of the little sightless children; Francis H. Underwood, American consul in Edinburgh, Scotland, and a graceful writer, who will be gratefully and affectionately remembered by the lovers of books as an author, critic and compiler of handbooks of literature; Edwin F. Waters, a man of generous impulses and a regular contributor to the funds of the kindergarten; Hon. Nathaniel Wheeler of Bridgeport, Connecticut, who befriended our school for many years by responding to all appeals for assistance with marked readiness and liberality and whose loss is deeply felt; and Josiah Wheelwright of Roxbury, a man of cultivation and refinement, noted for many acts of kindness and generosity.

CONCLUSION.

In closing this report, it is a great pleasure to be able to state, that the institution is in a very satisfactory condition in all respects. We have reason to

believe, that in the completeness of its appointments, in the breadth of its scope and the comprehensiveness of its purpose, in the adequacy of its equipment, and in the efficiency of its methods of instruction and training, it is worthy of the generosity and intelligence of the citizens of Massachusetts, in whose benevolence and sense of justice it was conceived and brought into existence and by whose liberality it was reared and carried to maturity and fruition.

We still have the good fortune to retain in the service of our sightless wards our director, Mr. Michael Anagnos. It is needless to speak of his fidelity, devotion, sympathy and ability in the work, they have been amply attested by many years of faithful labor, and are recognized by all who know anything of the institution with which he has so long been connected.

All which is respectfully submitted by

EDWARD BROOKS,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY MARION HOWE,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
HENRY STONE,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE
GEORGE W. WALES,

Trustees.

THE REPORT OF THE DIRECTOR.

I bring you friends what the years have brought
Since ever men toiled, aspired or thought —
Days for labor and nights for rest ;
And I bring you love — a heaven born guest :
Space to work in and work to do.
And faith in that which is pure and true.
Hold me in honor and greet me dear,
And, sooth, you'll find me a happy year.

MARGARET E. SANGSTER.

To the Board of Trustees.

GENTLEMEN: — I beg leave to submit to your consideration the customary report of the director on the workings of the school and on the administration of its affairs.

The members of your board are so familiar with the internal condition of the establishment and with the methods according to which it is managed, that they scarcely need an extensive statement from me for their information.

With the large body of the corporation, however, and with the numerous patrons and friends of the institution, who are concerned for its welfare and progress, the case is entirely different. They have no opportunities for regular visitation and personal examination, and a brief narrative of what has actually occurred, together with such thoughts and observa-

tions as come within the scope of a document of this kind, may be of some service to them.

The year has been free from unusual accidents, calamities and distressing events.

The establishment is quite prosperous in all its concerns. At no period has it been in a more satisfactory condition than it is at present.

The teachers and other officers are as a rule well fitted for their places, and discharge their respective duties with zeal, ability and success.

The pupils are making commendable progress in their studies and other occupations. While unremitting attention is paid to their physical and mental development, equal care is bestowed upon their manual training, moral improvement and æsthetic culture.

The usual course of instruction, to which I have often referred in previous reports, has been steadily pursued. The general domestic arrangements have continued the same as heretofore. The conduct of the scholars has been satisfactory, and order has prevailed everywhere.

ENROLLMENT OF BLIND PERSONS.

You among the store,
One more, most welcome, makes my number more.

SHAKESPEARE.

At the beginning of the financial year under review there were 237 blind persons connected with the in-

stitution in its various departments as pupils, teachers, employés and workmen and women. Since then 33 have been admitted and 36 been discharged, making the total number at present 234. Of these 162 are in the parent school at South Boston, 59 in the kindergarten at Jamaica Plain, and 13 in the industrial department for grown up persons.

The first class includes 147 pupils, 12 teachers and other officers and 3 domestics.

The second class comprises 58 little boys and girls and one teacher; and the third 13 men and women employed in the workshop for adults.

Owing to the transference of 9 little girls from the kindergarten to the cottages in South Boston, the latter are now filled to their utmost capacity and all applicants for admission to that department will have to wait for vacancies to occur during the year.

The educational advantages afforded by the institution are and have been open to all worthy applicants of both sexes without regard to race, color, religious creed or social condition. Those pupils, who after a fair trial, prove to be either deficient in mental capacity or destitute of moral sense, or hopelessly addicted to objectionable and vicious habits, are discharged.

HEALTH OF THE INMATES.

What avail the largest gifts of heaven,
 When drooping health and spirits go amiss?
 How tasteless then whatever can be given!

THOMSON.

It gives me great pleasure to be able to report, that during the past twelve months the general health of the inmates of the institution in all its departments has been exceedingly good. There have been no cases of serious illness, and no death has occurred within our walls; yet we have been called upon to mourn the loss of one of the sweetest and most attractive of the little girls, Henrietta E. Norris. For some months past she had suffered greatly from spinal disease complicated with cerebral affection, and died in the month of November, 1893 at her home in New Hampshire, lamented by her teachers and all who knew her. Another pupil in the girls' department, Josephine Eylward was taken seriously ill with pulmonary consumption, a tendency to which is hereditary in her family. The dread malady developed very rapidly in her case; and as the unfortunate child had reached the last stages of the disease, she was cared for in a private family in the country at the expense of one of the kindest and most benevolent ladies of Boston, Mrs. Elisha Atkins, and finally was removed to the home for consumptives in Dorchester. In the boys' department a single case of pleurisy and one of measles appeared during the

winter, followed by two instances of follicular tonsillitis. With these few exceptions, the health both of boys and the girls has been uniformly excellent.

Since the sanitary condition of the blind, even under the most favorable circumstances, is far below the normal standard, we cannot but deem it of the utmost importance, that nothing should be omitted or overlooked in their training, which would help to improve it. Diet, sleep, exercise, alternation of the hours of work and repose or diversion, all are indispensable to their physical well being and mental vigor, and should be most carefully regulated.

DEPARTMENT OF PHYSICAL EDUCATION.

Ne were the goodly exercises spar'd,
That brace the nerves or make the limbs alert,
And mix elastic force with firmness hard.

THOMSON.

In our curriculum physical education is a coördinate branch with reading, writing, mathematics, history, geography, literature, natural sciences, and music. The fact that it is thus placed in a position of equality with each of the other departments and forms an integral part of the standard by which the character of the pupil is judged and his standing on the school record determined, is its most striking feature as an educational measure.

The course of training pursued in this branch has been carefully and consistently yet broadly and pro-

gressively developed. Its main object is to improve the condition of the body by freeing it from such imperfections as are capable of being remedied or removed, to develop and fortify it, and to render it a fit abode of intelligence, virtue and efficiency.

Bodily health and vigor are as necessary to success in any business pursuit or other undertaking as cleverness, ingenuity and mental endowments. In the field of learning or of artistic excellence constitutional strength and power of endurance and application are indispensable. The demand on the vitality or nervous force of the student is constant and exhausting. Talents alone, however fine they may be, will not win the victory in the grim battle of life without the support of a stout physique. As William Matthews aptly remarks, the axe may be sharp and may be "driven home" with the utmost force; but in order to fell the tree the power of dealing reiterated and prolonged blows is equally needful. In other words the mind may be keen, carefully cultured and full of knowledge and resources; yet in order to achieve great results, it must be capable of sustained effort—of intense and long continued labor.

Regular exercise is one of the principal and most essential requisites, upon which bodily health and vigor are directly dependent. The physical structure cannot be maintained in a sound and prime condition unless it is prevented by constant motion and exertion from lapsing into inertness and sluggishness, with all the evils that follow in their train. Its functions are

seriously deranged and impaired by protracted disuse. If unemployed, they quickly become weak and irregular. Sydenham declared, that he knew not which was the most indispensable to the support of the frame—food or exercise. Dr. Williams in his work on medicine says, that sedentary habits and want of exercise not only predispose to malady but actually cause it. The great Galen observes, that, “if diseases take hold of the body, there is nothing so certain to drive them out as diligent exercise.”

A thorough scientific system of physical training is generally recognized not only as the best and most efficient means for the restoration and preservation of health or for the promotion of strength and vigor, but as the most potent agency for full and complete development of the mental faculties, the sensibilities, the volitions, and the moral and emotional nature. Without it education will fail in accomplishing its greatest ends.

In the case of our pupils whose stamina and vital springs are decidedly inferior to those of seeing youth, it is absolutely impossible to exaggerate the importance of bodily exercise. Indeed this is demanded with tenfold force by the constitutional defects resulting from their infirmity.

Not long ago, while I was passing on a pleasant morning by one of the schoolhouses in our vicinity, I was charmed and deeply impressed with the energy, animation and vivacity exhibited by the scholars. It was just time for their recess, and they were trooping

out of the building with a zest and heartiness that were contagious. Soon the playground was crowded with boys of various sizes and temperaments and transformed into a scene of liveliness and gayety. Motion and activity were the order of the moment. The air was filled with shouts of joy and merriment. There was not a single person in the throng leaning against a fence or standing still in a corner with his face towards the sun, but each and all of them were engaged in games and sports. They were running and leaping, hopping and jumping, shoving and hustling each other, skipping and frisking about with vim and ardor. It was truly delightful and exhilarating to watch their play and frolic and to notice not only the exuberance of their spirits, but the sturdiness of their physique, the erectness of their carriage, the clearness of their complexions, the ruddiness of their cheeks, all telling of soundness and strength, as well as the elasticity of their movements and their merry laughter, the very overflow of good health and vitality. This picture of normal development presents no exceptional features. Examples of the same kind could be seen anywhere. Now compare such models with a group of puny sightless children and youth groping or moving deliberately in the yard of an institution, their faces pale and serious, their heads hanging to one side, their figures stooping while their awkward gait, flattened chests, difficulty in drawing a full breath and their listless expression, give evidence of their physical inferiority, and then say whether a

school for the blind, which does not make it its chief object to remedy as far as it can all these defects and organic weaknesses and to prepare its pupils for physical living in a complete or satisfactory sense, is not a miserable failure?

For these reasons and many more in an institution like ours no necessity is more absolute than that of bodily training. Hence the work of our gymnasium is chief in importance and constitutes the cornerstone in our plan of education. Here the pupils divided into classes are obliged to repair four times a week and to spend three quarters of an hour each day going through a series of gymnastics. These exercises are arranged with great care, and their principal object is to train all parts of the body and produce a perfect balance among them; to bring the greatest possible number of muscles into action; to strengthen the lungs, heart, stomach and the other internal organs; to supply a mild stimulant for the brain and the nerves, and at the same time to educate the mind to control and coördinate the whole voluntary muscular system; to make the pupils easy and graceful in manner and posture and straight in form, and to inspire them with a relish for the school and its duties.

He whom toil has brac'd or manly play,

Has light as air each limb, each thought as clear as day.

It is truly a very great pleasure to me to be able to state, that the desire for bodily exercise is marked among our pupils, and has already shown its good

effects in enlarging the muscles, broadening the shoulders, deepening the chests of the scholars, as well as by promoting manliness, keeping both mind and body fresh and vigorous, quickening the intellects, securing good order and graceful movements in the schoolroom, and exerting a decided and most beneficent influence on every branch of study.

LITERARY DEPARTMENT.

If your work is in the schoolroom,
 Make every lesson tell;
 No matter what you mean to be,
 Build your foundations well.

GOLDEN DAYS.

While the physical welfare of our pupils receives the closest attention, their intellectual and moral culture holds an equally prominent place in our scheme of education.

During the past year the general plan of study has been rearranged and enlarged. There has also been a marked improvement in the character of the work done by the scholars, and they have been more inclined to form regular habits of study.

Steady progress has been made in the effort to improve our methods of instruction and to render them simple, natural and rational. The minds of the pupils have not been encumbered with the stale and vapid rubbish, which is often palmed off upon children as a wealth of knowledge, but which, according

to Schopenhauer's apt remark, becomes no more a part of them than a wooden leg or a wax nose would. They have been developed and trained by proper means and scientific processes.

A new supply of books, apparatus and appliances of various kinds has been obtained, and extensive additions have been made to our educational forces and facilities.

The practice of testing such improvements as promise to be of service and of adopting readily those which prove to have real merit, keeps the path of progress wide open.

The school has started upon the new year with greater numbers than ever before and under auspicious circumstances. There has been but one change in the corps of teachers. Miss Mary Howard, who had rendered good and faithful service in the boys' department for five years, resigned her position on the 1st of January, 1894, and has since married one of our graduates. The vacancy thus created was filled by the appointment of Miss Sarah L. Dinsmore of Lowell. Owing to the growth of our school and the enlargement of its curriculum, the employment of an additional teacher became absolutely necessary, and Miss Edith A. Flagg, a recent graduate of the state normal school in Framingham, was engaged last summer and entered upon her duties at the beginning of the school year.

MUSIC DEPARTMENT.

What passion cannot Music raise and quell?
 When Jubal struck the chorded shell,
 His listening brethren stood around,
 And, wondering, on their faces fell
 To worship that celestial sound:
 Less than a god they thought there could not dwell
 Within the hollow of that shell.
 That spoke so sweetly, and so well.
 What passion cannot Music raise and quell?

DRYDEN.

As it was stated in the last annual report, the department of music has been definitely divided into two sections, entirely separate from each other—one for the boys and the other for the girls. Mr. Thomas Reeves, who is in charge of the former, has written the following sketch of the work, which has been done under his supervision:

The number of boys, who received instruction in the various branches of music, was 58. Of these 45 studied the pianoforte; 3 the violin; 13 the clarinet; 3 the flute, and 12 the various kinds of brass instruments; while in the history of music there were 16 pupils, in harmony and composition 28, and in the juvenile and advanced classes in singing 30.

Satisfactory progress has been made in all these branches.

Of the 45 pupils who took lessons on the pianoforte 4 gave up doing so in the course of the year, because after a fair trial they proved to be deficient both in good ear and in the sense of time.

Landon's pianoforte method, which has been printed in the

Braille musical notation, has been used by the teachers in their elementary work and has proved a great assistance to them.

The classes in harmony and composition have done excellent work. According to our practice, these two studies have been taught simultaneously all the way through. The good results obtained from this method afford ample justification for its adoption. From the outset, improvisation and composition receive due attention and steady encouragement, and those of the scholars, who acquire the art of improvising and composing, become organists.

On the evening before the close of the last school term a musical entertainment was given, consisting entirely of original compositions. Among these were included chorals and anthems for a choir of mixed voices; an overture for the band; solos for violin, clarinet and cornet respectively, and a glee for male voices. Two well written papers on literary subjects were added to the programme, and the performance was greatly enjoyed from beginning to end. The compositions abounded in beautiful harmonies (which in one of the anthems rose to the fugal form) and showed, that their authors had a clear perception of musical form and a knowledge of the use of contrast and climax. This was the first occasion on which an entertainment consisting entirely of original pieces was given and the talent of the students was put to practical test. The results were very gratifying.

Several pupils, who are taking lessons upon the pipe organ, are becoming quite proficient as players of this instrument, and will probably be able to secure suitable situations as organists when they leave the school. In order to render their equipment for this vocation as adequate as possible and to give them all needful practice and experience in the work of accompanying the singers, a choir of mixed voices was organized, consisting of pupils and teachers. An anthem was prepared by this choir in the course of each week and was sung at prayers on Sunday morning, the organist of the day introducing it always with an improvised

voluntary. In this way a repertory of anthems has been obtained, and no fewer than 33 of these were committed to memory by one of the young men. At the same time those of the tenor and bass singers, who are desirous of filling places in church choirs, have been gaining valuable experience.

The members of the class in the history of music have read some of the works of Fillmore, Naumann and Ritter. They have covered the period from the remotest times to the year 1600. Each pupil has written either in Braille or by the typewriter six essays on subjects relating to this epoch, and all these papers are preserved for future reference. The following topics have been studied by the class: *Oriental and ancient music.*—*The first ten centuries of Christian music.*—*From Guido of Arezzo to the supremacy of the Netherlanders.*—*The rise of dramatic music.*—*The beginning of the oratorio.*

One of the young men, Henry R. W. Miles, who had been pursuing a post graduate course in music, left the school at the close of the year, and is now preparing to go to Germany for the purpose of prosecuting his studies further. The programme of the last review recital, which he gave in our hall before his departure, comprised 48 pieces of pianoforte and 21 of organ music. He had studied all these, together with 33 anthems and about 100 hymn tunes, and could play any of them at a moment's notice. In his list there were included 5 of Bach's compositions, 9 of Händel's, 3 of Beethoven's, 8 of Chopin's, 5 of Mendelssohn's, 1 of Schumann's, and in the remaining 38 pieces 33 of the leading modern composers were represented.

Of the work which has been accomplished during the past year in the girls' section of the music department, Miss Mary Phillips Webster, the principal teacher, has furnished the following statement:

We have at present 46 girls who are taking private lessons in one or more branches of music. There are 41 pupils who are

learning to play on the pianoforte, receiving instruction from eight different teachers; 11 are studying vocal music under three different teachers; 2 are learning to play the violin, and one the organ.

The first chorus class has been divided into two sections, consisting respectively of 12 and 19 members. The two classes rehearse together once a week. In addition to this the first division rehearses three times and the second twice a week.

The second class consists of 10 members, and rehearses five times a week. The hymn class meets once a week.

There are three harmony classes, each consisting of 3 members. Two of these classes meet twice a week, and the other once a week.

The class in acoustics comprises 6 members and meets once a week. The normal class, which meets once a week, has 7 members. They are now studying staff notation. Later in the season the class will probably be enlarged and the members of it will be trained as teachers of the pianoforte.

The class in the history of pianoforte music contains 15 members and meets once a week.

Some of the pianoforte pupils are learning to memorize their music directly from the Braille before playing it. Ridley Prentice's course in analysis has been introduced into the pianoforte department. Two of the harmony classes are doing their work away from the instrument, using arithmetic and algebra type.

Pupils who are below the second class in the literary department (except a few who are endowed with special talent) take private lessons in but one branch of instrumental or vocal music. They are taught Braille notation, elementary harmony and analysis in connection with their other lessons in music.

The more advanced scholars study two branches of instrumental or vocal music. They also have lessons in harmony, history, acoustics, staff notation and the art of pianoforte teaching.

Nine new pupils came to us this year from the kindergarten,

some of whom had made an excellent beginning in the study of music.

During the past year five class recitals were given by the students of the pianoforte. One of these recitals consisted of selections from Beethoven's music.

Miss Joslyn, assisted by her teachers, gave a pianoforte and song recital on June 25, with the following programme:

SONATA IN E-flat, Op. 7, *Beethoven.*
(First three movements.)

MISS JOSLYN.

VOCAL DUET. "Love Divine," *Stainer.*
MISS JOSLYN and MR. WANT.

SONG. Spring Song, *Vidal.*
MISS JOSLYN.

PIANO SOLOS. Prophet Bird }
Hunting Song } *Schumann.*
MISS JOSLYN.

SONG. Tell Me My Heart, *Bishop.*
MISS JOSLYN.

VOCAL DUET. Oh that We Two Were Maying.
MISS JOSLYN and MR. WANT.

LAST MOVEMENT OF CONCERTO IN G MINOR, *Mendelssohn.*
MISS JOSLYN.

(Arranged for an orchestral accompaniment on a second pianoforte.)

The use of music arranged for two pianofortes proves to be of great value in advanced work.

It is very desirable that there should be a regular post graduate course in music, extending over three years and including practice in teaching, and that on the successful completion of this course the student should be awarded a diploma testifying to her ability.

It is recommended that no undergraduates shall be allowed to teach for the following reasons : first, because they are not fitted to do so ; and second, because their time should be devoted to study and recreation.

I earnestly hope that some means may be found for placing those who have successfully completed the course in music in a position to prove their ability and power to do good work. May we not ask our friends, the members of the corporation, to help us in this matter ?

I take very great pleasure in reporting, that Mr. George W. Want, the well known and highly esteemed tenor singer, continues to give lessons to our advanced scholars in vocal music with marked success, and to manifest a most earnest interest in their progress, which calls out their best efforts. To him we are also indebted for some very fine concerts, which have been given in our hall by eminent artists.

No less beneficial than the instruction given at the institution itself are the exceptional opportunities with which our students are favored and which enable them to attend various concerts and to hear some of the masterpieces of the great composers interpreted by distinguished performers. For these advantages, which are of the utmost value in the education of the blind of New England, we are under lasting obligations to the generous friends and constant benefactors, whose names will be given in full in the list of acknowledgments.

The second volume of Landon's *Instruction Book*

has been issued by our press in the Braille system of musical notation, and one of our stereotyping machines is now exclusively devoted to the embossing of standard compositions. Too much care cannot be exercised in the selection of the music which is put in permanent form for the use of our pupils. For obvious reasons it is necessary for them to be more particular than seeing students in the choice of the pieces which they learn to play or sing. They should invariably give the preference to classic works, which tend to make lasting impressions of the best and noblest kind, and from which they can gain not merely sensuous pleasure but artistic culture and intellectual enjoyment. They should avoid persistently everything that is trashy and degrading to a refined taste, even if it bears the delusive seal of popular approval and admiration. For in matters of pure art or of literature of a high order the masses, whom the ancient Greeks styled *hoi polloi*, are far from being right judges and safe guides.

During the past year several important additions have been made to the equipment of this department. Two new Chickering pianofortes, one full concert grand and the other an ordinary upright, have been purchased, while the grand piano, which was placed by the same firm in our hall sixteen years ago, has been reconstructed and put in excellent order. Our collection of band instruments has also been replenished.

Great and extensive as are our facilities for the

study and practice of music, they must continue to be steadily increased until our school shall offer to its pupils as good a musical education as can be obtained by the blind anywhere in the world.

TUNING DEPARTMENT.

With rhythmic numbers Horace charmed our ears.
Tuning th' Ausonian lyre to polished verse.

OVID.

The standard of efficiency of this department has been fully sustained under its new manager, Mr. George E. Hart, and its work has been performed with marked success and with results equal to those obtained in former years.

The course of training pursued in this department has been so carefully arranged as to be complete in every detail, and the means and appliances, which are employed in its pursuit are of the best and most approved kind. Our accommodations can hardly be surpassed either in size or in conveniences.

During the past year eighteen pupils have received instruction in tuning. This number could be easily augmented, if the standard of the intellectual, moral and personal qualifications of the applicants for admission to this department were lowered. But we must keep it at any cost where it is. For any concession or lack of vigilance on this point would affect most unfavorably the standing of the blind tuners in the community and prove fatal to the prospect of in-

creasing their business. Our duty is clear, and we must discharge it without fear or favor. We must protect at a reasonable sacrifice of individual aspirations the vital interests of a large class of meritorious and skilful workmen, and, in order to be able to accomplish this successfully, we must keep out of their ranks all such persons as are likely for want of character and proper address to do a vast deal of harm to their fellow sufferers.

Special pains have been taken to teach the pupils to make ordinary repairs on any part of the action of the pianoforte with neatness and accuracy. They manifest a most profound interest in this branch of their trade, and the manual dexterity, which they have gained through their training in sloyd work, proves to be very beneficial.

To the equipment of this department a set of new tools of various kinds has been added, and we are soon to have a model of the action of a pianoforte of recent invention.

MANUAL TRAINING.

To honor each day's task; to do
 With heart and strength whatever befits,
 This seems full life and sweet and true.
 Content beside the work-bench sits.

JAMES BUKHAM.

Manual training forms one of the principal constituents of our curriculum, and plays a most impor-

tant part in our scheme of education. It tends to secure a symmetrical development of body and mind, and it acts as a tonic upon the moral activities. It fosters energy and promotes the capacity of sustained effort. It awakens, strengthens and develops the will and a large area of the brain. It has a far-reaching social and ethical effect upon the pupils, and exerts a wholesome influence on the work of the school in general. It is a strong ally in the cultivation of the intellectual, inventive and constructive faculties, and gives to the scholars increased power of getting information and adaptability to varying conditions. Finally, it arouses interest in other branches of study by conveying meaning to them, and furnishes the key of the most successful methods of teaching geography, reading, writing, arithmetic, geometry and the natural sciences.

Manual training has been on trial long enough to prove its own merits, and the results already obtained from its practice in one form or another bear such conclusive testimony to its value as to preclude the necessity of further argument in its favor. Yet a few remarks on its recent developments, and especially upon its bearing on the education of the blind, may not be out of place here.

The sense of touch, invaluable though it may be to those who can see, is infinitely more so to the sightless. It is their only means of obtaining information of a clear and positive character, of verifying facts and realizing inferences indicated to them by the

sense of hearing. They depend entirely upon it for perusing books. To them the hand is not only the culminating organ of the expressive and the executive activities of the mind, but the principal promoter of intelligence and the chief mediator between the outer world and the inner,—the bridge which connects the two and brings them into close alliance, into living union. It is through it that our pupils come into their most intimate relations with external objects and learn the properties of the latter, such as size, figure, solidity, motion and smoothness or roughness of surface.

In view of these facts, can we afford to do less than to employ the best and most appropriate means for the cultivation of an instrument, which not only takes upon itself a number of the simpler duties of vision and performs vicariously some of the latter's general functions, but subserves most effectively both the ends and the highest interests of education?

After a careful consideration of the relative value of the different schemes of manual training, and after a thorough examination of the physiological, pedagogical, technical, practical and social results produced by each and all of them, we have decided to hold fast to the sloyd method.

This system is correct in theory as well as in practice, and possesses not a few advantages far surpassing those which can be found in other schemes. Its strongest claim to superiority is based upon the fact, that it is a continuation of the kindergarten system,

keeping pace with the mental, moral and physical needs of the child as they are developed in his growth. It is rational in its methods and purely educational in its character. It teaches how to express thought not in words alone, but in things. It instils a taste for work and inspires respect for rough, honest bodily labor. It combines the analytical and synthetic processes to an admirable degree, and lays stress on the service which it may give to the senses, the intellect, the sensibilities and the will. It strengthens the body and promotes general dexterity. It stimulates observation, application and assiduity, and engenders accuracy and perseverance. It cultivates the power of concentration and a love of order, exactness, cleanliness and economy. It aims to interest the pupil by adapting the exercises to his mental and physical ability by means of careful methodical progression and to lead him on through the years while the brain may be trained by the hand until the former consciously assumes the mastery. The immediate object of sloyd is not skilled labor, but the effect produced by the exercise itself.

Instruction in sloyd begins with special single forms and extends in an uninterrupted series of exercises, arranged according to established pedagogical and physiological principles with reference to educational and practical requirements. In this way the scholars gain distinct ideas, which may be joined together to form a whole. This clearness of conception will be best attained when the learner masters per-

fectly the various tools, each of which represents a particular kind of thought.

Some of the ordinary trades and handicrafts, which were introduced from time to time into the institutions for the blind for utilitarian rather than educational purposes, have been abandoned as unprofitable. Nevertheless several of these have proved to be helpful in enabling a few graduates to eke out their living, and are still in vogue. They continue to occupy a prominent place in the work of our school and are diligently and faithfully taught by competent and skilful instructors. But they are of very little value as compared with sloyd, and they must either yield their place to it or be vitalized and regenerated by it. Nay, the results already obtained through the agency of this system speak most eloquently in its favor and demand with tenfold force that its methods and spirit should be speedily transplanted into every branch of industrial and technical training and form the essence and foundation thereof. Sewing, knitting, crocheting, willow and upholstery work, mattress and basket making, cane-seating and weaving, all should cease to be carried on in a haphazard and machine-like fashion without the remotest reference to cause and effect, and should be rearranged and based on purely progressive principles. Unless this is done and unless existing practices are radically reformed, manual training will remain lifeless and will fail to fulfil its highest purpose and its grandest mission.

Finland, the motherland and nurse of the sloyd

system, is again leading the way in this particular direction. According to an article recently written by that devoted and erudite disciple of Cygnæus, Miss Anna Molander, the sloyd method has been applied to brush-making with marked success, at the school for the blind in Helsingfors, enabling the pupils to make articles that can compete in the market with those imported from Russia. Let us follow this example without hesitation or delay, and in doing so let us bless and cherish the memory of Uno Cygnæus, to whom we are indebted for one of the greatest features and most vital elements of modern pedagogy.

EDITH THOMAS.

May her mind,
In wisdom's paths, true pleasure find,
Grow strong in virtue, rich in truth,
And year by year renew its youth.

MONTGOMERY.

The case of this interesting girl bears convincing testimony to the efficiency and fruitfulness of the system which we pursue in the training of children who are deprived of the faculties of vision and hearing.

Edith is not a brilliant or exceptionally bright child. Her natural endowments rise in no particular above the average, and in some respects they hardly reach even that. She possesses a good stock of common sense, but is not gifted with special talents, nor has she any marked fondness for intellectual exertion;

on the contrary, she is inclined at times to be averse to it. Her memory, although very retentive, is far from being prodigious, nor are her powers of perception and apprehension extraordinarily keen and quick. She is thorough in every branch of her work, but depends upon plodding diligence for the accomplishment of her undertakings.

Notwithstanding these limitations Edith has made remarkable progress during the past two years. She has been improving steadily in every direction and has attained a high degree of physical and mental development. Her letters and compositions, and especially a code of maxims which she has written privately for her own guidance without aid or suggestion from any one, show conclusively, that she has developed an originality and creative ability,—a self-reliant spirit of inquiry and spontaneous mental activity,—which are surprising. Indeed she surpasses in these respects children of uncommon acuteness and great promise.

This happy consummation may be partly ascribed to Edith's own efforts, but it is mainly due to the exact and purely scientific methods, which her teachers follow in her education.

Although Edith's amount of information is not immense, her knowledge is accurate and consistent. It is obtained in a regular and systematic way and not picked up fragmentarily in a hap-hazard fashion. In her case hand, brain and heart are carefully cultivated, and the finer features of her strong nature

are fostered and nourished. By means of this training she is steadily becoming more skilful, attentive, thoughtful, logical and earnest, and the stream of her thoughts grows broader, deeper and richer.

It was a most fortunate thing for Edith that she was placed under the tuition of a set of teachers, whose superiors either in ability and devotion or in fidelity and probity it is hardly possible to find anywhere. These ladies are striving to bring out what is best and noblest in her, and to make a true woman of her, and they would scorn the idea of making a parade of her accomplishments or turning her into a living phonograph in order to attract public attention and notice. They do not encourage her to commit to memory a number of pieces of choice poetry and prose and repeat them glibly on every occasion, nor would they deem anything more contemptible than an attempt to prompt her by touching surreptitiously the palm of her hand to do certain things which would excite wonder and admiration. They teach her to handle and investigate as many objects and to do as much as possible, to examine and think, to seek and discover, to work and persevere, to grasp the roots of several of the subjects under consideration and unfold the possibilities of her nature, and thus to become stronger in intelligence, richer in the knowledge of principles and steadier in purpose. The legitimate results of this training are seen in the harmonious development of Edith's faculties and character.

At my urgent request, one of the teachers in the girls' department who has taken a most active part in the instruction of Edith, Miss Frances S. Marrett, has kindly consented to write again a full statement of how the child has been taught and of what she has accomplished during the past year. In preparing this account Miss Marrett adhered strictly to the facts of the case and has woven them with scrupulous care into a most interesting narrative, which fascinates the reader from beginning to end by its simplicity, its straightforwardness and its absolute truthfulness. Here is Edith's story as told by Miss Marrett.

During the past year Edith Thomas has received instruction in English, reading, arithmetic, geography and gymnastics. She has also spent two hours of each day in the work-room.

LANGUAGE. Her English lessons have consisted of a thorough review of the previous year's work, with the addition of a special study of the verb, the adjective, and the analysis and punctuation of sentences. Practice in the correction of common mistakes, occurring in conversation and written exercises, have formed an important part of her work.

Although Edith's letters and compositions betray frequent violations of familiar rules, relating to the structure and punctuation of sentences, they indicate significant progress in facility of expression. Letter writing is still one of Edith's favorite occupations. Here are a few of the letters which contain accounts of her vacation pleasures.

SO. BOSTON, MASS., April 11, 1894.

MY DEAR MISS BURNHAM,— Did you have a nice vacation? I did, my little sister always climbs on my knee and sits in my lap a long time. I have a new baby cousin about three months old. I wish you could see it, it is very cunning, and sweet. I went to see it in vacation and held it in my arms. My little sister, has begun to learn in school arithmetic, reading, and writing. She is coming to take dinner with me some Saturday and stay all the afternoon, I think you shall see her. I am going to let the people see her. Would you like to see her. She is five years old now. I must stop now, so good-bye. Much love from your true friend,

EDITH.

CHICOPEE FALLS, July 22, 1894.

DEAR MOTHER:— I received your letter last Friday night and was very glad to hear from you. Last Tuesday I went to the picnic down the river side. I rode in a small steamboat on the Connecticut river nine miles southward and were almost to the Connecticut state line. The people and children of the Baptist church went to the picnic too, and it took them an hour and a half to get there. I enjoyed the steamboat very much. There were ten flying horses and three sleighs on the river side and swings too. The horses and sleighs were chained together and hung on a ring with iron poles in them so as to hold on when they go around. They were as big as ponies. I rode on the flying horses four times and in a sleigh once. I could feel the band playing while the horses and sleighs were going around. Some of Miss Markham's girls in her Sunday school went with me all round the park and even on the flying horses. There was a rope swing and another all made of wood and one seat big enough for two persons. I swung in both swings. When I started home I put my hand into the Connecticut river. Please give my love to all. And I hope you are well. Very lovingly your daughter,

EDITH THOMAS.

CHICOPEE FALLS, August 8, 1894.

MY DEAR NELLIE:— I received Etta Burk's letter and yours, and was very glad to get both. I got them yesterday before dinner. Tomorrow I am going to the Camps grounds with Miss Markham and spend the day. We had picnics, did not mother tell you about the picnic that I told her about in my letter. I hope so. But I will tell you about the next picnic. I went to Forest-park and took luncheon. There were some animals that would eat me. I walked around the park with Mabel Fay. Then we came to a big cage made of iron, what do you think was in it? There were two black bears in it. They did not get at me. I felt of the iron bars. One bear was in his tree and the other in his hole. And one of those bears was walking and smelling of his paw. There were baby lynxes and golden eagles and many others. I am enjoying myself and having the loveliest time I ever had. I go out in the hammock very often. How is my bird. Tell mother that Miss M. will write to her soon. Please give my love to all.

Lovingly your sister, EDITH.

CHICOPEE FALLS, Aug. 12, 1894.

DEAR MRS. BOWDEN:— I hope you have been having a nice time since you left me. We have been having cool days since last Wednesday. Last Thursday morning Mrs. Fay, Miss Belcher, Miss Markham, Mabel and I went to the camp ground and took our dinner there. When we got there we went into Ruth's tent. I looked all round the tent. It was oblong and four rooms. I walked with Mabel and Ruth on the camp ground. We sat down and enjoyed the cool breeze. It was very shady where we sat. After dinner all of us went to a children's meeting in the New England tent it was a big one with twenty-two poles holding its top. The children were telling Bible stories. I heard what they said. A lady was talking to the children and I too heard what she said to them. She was called Aunt Abby Wood. After the

meeting was over I met a great many people. One of the people asked me if I loved the Lord and I said yes, the young man's name was Mr. Stone that asked me. He asked me if I ever expected to see and I said, when I go to Heaven, yes. There was a great crowd around me. One lady asked me what prayer I said and I told her The Lord's Prayer. Yesterday, in the afternoon, I went to the camp ground with father. When I got there Ruth ran out of the New England tent to meet me. She took me into the tent and sat beside me at my right hand. I saw Aunt Abby Wood there. She was giving cards to the children and me. Some were small with no letters on them, that I could read, some large with letters that I could read. I must tell you about my card. At the top of it was a picture of a man pouring oil on a sick man's head that is called the Good Samaritan. At the side of it were lilies and below the picture it said Do not weary in well doing. I met two ministers. One is Mr. Cross and the other Mr. Sedjeresus. Mr. Sedjeresus asked me if I loved Jesus and I said yes. He asked me to smile for him so I did. I had a letter from Mrs. Gleason and I am going to write her. She sent her love to you. I thank you very much for the Braille papers. I send Helen bushels of kisses and yourself.

Sincerely yours, EDITH M. THOMAS.

HAMPDEN, MASS., Aug. 19, 1894.

MY DEAR MISS BURNHAM:—I should have written to you before you knew I went to Hampden, so you would have sent today paper to Hampden, but I was very very busy dressing dolls and selling them. I came here yesterday afternoon and I rode in a buggy, what a long ride I had I did not get there for a long long time. I enjoyed riding in the buggy very much. I am going to stay with Miss Walker a little while then Miss Bennett, I shall be in Hampden only two weeks. Now I am sitting in the hammock with Miss Walker's niece, but I know her not, under a maple tree.

Her name is Grace. It is lovely on a farm where I am visiting. The grass is all around and I smell it now. I like to be in the country better than in the city. Everything here is strange to me. I went into the barn this morning and swung in a swing there; and husked a corn. It is nice, cool, and shady here. I found rock seats by a tree.

Miss Walker has a dog and a kitten. I have been playing with the kitten, and dog. Kitten's name is Clip. The dog's Don. I shall see you in four or three weeks at school. I am not going to church today. I went up to Miss Bennett's with Grace. The address is as it is at the beginning only it is not the same place I am visiting. You say Care of S. Walker. I am going to Chicopee F. in two weeks and stay one week more then go to my home and get ready for school. You see the days advance very fast. Shall you be glad to get back to school. No, not I. Bushels of kisses for yourself and my love to you. Sincerely yours,

EDITH T. M.

FARM TENT, HAMPDEN, MASS., Aug. 21, 1894.

MY DEAR HOWARD:—It is a beautiful sunny morning and the grass is wet. You cannot imagine where I am out of doors; I will tell you all about it. I am in your tent now and am sitting near the little table. The sun shines upon me a little. I have dusted the webs away and spread a shawl on the sofa. It is warm in the tent. I am visiting Miss Bennett here. Before I came here I stayed with Miss Walker. I am a little matron now in the tent, and callers come to see me. Before I was matron, I was an explorer and looked around in the house and found the West Indies and North America. Last Saturday I sailed, like Columbus, from Chicopee Falls to Springfield and then to Hampden. When I got here I found a dog and a cat. When I have time in the tent I make dancing dolls dresses. Sometimes I play with Lula's dog and when I take anything from him, he jumps after it and catches it. I have a bird's nest hanging in the tent

with oak leaves on it. yesterday morning before I came up here, I dressed Grace, Miss Walker's niece in maple leaves, and she the same to me. We looked like the May Queens. We sat on a seat of rock close to the maple tree and sewed the leaves together with the petioles. I just had a caller, and so I stopped writing and went to open the door. With much love to you,
Truly your friend,

EDITH M. THOMAS.

FARM TENT LAWN, Aug. 21, 1894.

MY DEAR ROSE-BLOSSOM:—I thought I would write you a camp letter. Your niece is visiting me in my little house and is sitting on the sofa and I, in a chair. I have the branch with the nest on it hanging in the tent. I have book, work, and writing on a little table. There is a rocking chair too. I have had many callers and I go to open the doors to let them in. I would like to have you call upon me sometime. I enjoy staying in a tent on the farm. It is a lovely place there, I pinned my winged seeds to the tent, and it looks like a little rosette. I play with Lula's dog and when I take anything away from him, he jumps after it, and catches it. Much love to all, and bushels of kisses to you. Your scholar,

MAYFLOWER E. WHITE.

HAMPDEN, MASS., Aug. 14, 1894.

MY DEAR MISS MARRETT:—It is a long time since you answered my first letter, but I wrote you another. Did you get it? I am afraid I shall not have time to write you four more letters, for I have waited so long. It is four weeks or three more before I see you. I have been away so long. I am having the loveliest time I ever had. I am staying in Hampden with Miss Walker. I came here last Saturday evening. I had a long, long ride, I think about four or five hours, it was a eleven miles ride. I went to stay with Miss Bennett last Monday until Wednesday evening, and I am going again. I shall stay in Hampden two weeks.

I am on a farm. There are farms all along the road. I am sitting in a high load of hay in the barn. There is a swing in the barn too, when you read Queen Hildegarde's holiday do you remember that she swung in the barn. I do. There are cows and horses in the barn. I sit in a hammock under the maple trees and make wreaths of maple leaves and trimming too. I play with Miss Walker's niece, Grace. I have written to twenty-three people this summer. I sit on the lovely grass by the house near the road side. The air here in this country is sweet and fresh, but to me it so strange smelling. I slide down on the load of hay and get hay in my hair. When I was at Miss Bennetts there were five of us her father and Mrs. Knowlton and Lula and myself. Lula has a little dog, Prince. I play with him and last Tuesday I came home with my hand full of cranberries and the little dog jumped into my lap and stole some of my cranberries and again until there was a few left and then Prince stood up in my lap with both paws on my shoulders and he faced to my face and washed it with his tongue and stubbed his nose against my face. It seemed as if he would take my nose, eyes, lips and my ears in his mouth. It looked pretty, but funny enough to make me laugh. Lula could talk with her fingers to me. I had a tent on the lawn near the hammocks. I stayed in it and had callers. Last Wednesday I got dinner in the tent all myself and the whole family came when I rang the little bell. There were only three of us then, Miss Bennett, Mrs. Knowlton and myself. It was like three bears. I waded in the brook with Miss Bennett that day. The brook was very narrow that I kept tumbling side to side. I am going back to Chicopee Falls in two weeks and stay one week more then go to my own home and get ready for school. I was with my sister a week about six weeks or seven weeks ago. Please excuse my bad writing for I am so tired. When I see you at school I will tell you more about my vacation. It is too much to write about. My address is as it is at the beginning. Please give my love to your mother. I remain your scholar,

EDITH M. THOMAS.

Edith has had regular practice in writing compositions and she seems to derive a great deal of pleasure from this form of English work as the following autobiography will show.

Myself.

There is a land where we birds live, and it is called Canary Island.

There are a great many trees in this country for us to build our nests upon.

One beautiful morning when the sun shone brightly, I woke up early and I was the first to sing. My sisters heard me so they sang too. We have lovely times in Canary Island. I have my nest built on an apple-blossom-tree. It is very high and shady. I go flying up the tree to see my friends. "Will you come with us said friends?" So I went with them to see the other trees. "The sky is blue, said I to my friends."

After awhile I laid two eggs in my nests, and began sitting on them to keep them warm. While I waited I heard a song, which a little child sang beneath the tree. By-and-by a ship came to this land, and out of the ship came a man to take us and put us in cages and carry us to another land in the north temperate zone. When we reached there we were put in a store with other birds to be sold. In October some one came into the store and bought me. I was in a nice cage and had some seed and sand taken with me. The eighteenth of October I was taken to a very large building in the evening, and I saw a great many people, and then in a very few minutes I was put down at the feet of a little girl as she was playing games with the others. I suppose she was having a party. Afterwards she was my mistress and she fed me every day and gave me a bath and cleaned my cage. I was very much obliged to her and thanked her for giving me seed, soon I got a name and was called Dick.

The following description of a pleasant vacation experience was written soon after her return to school this autumn.

A Trip up Mount Tom.

One pleasant day in September, Miss Lilley, Miss Markham, and I, went to a place where we could climb a mountain beside the Connecticut River. We took our luncheon with us. There were walls made of rock along the side of the mountain, and there were trees and grass on it too. When we stopped climbing up the mountain we sat down and rested ourselves, and talked to one another. I sat by a tree then and felt some pine needles. We soon started to go farther up the mountain, and as we stopped again Miss Lilley said to me, "The Connecticut River makes a bend here" and she showed me how. I put my foot on something on the mountain, and Miss Lilley said, "It is the slope to the river." I said to her "Is it steep." "Yes very," she replied. It was a mile before we got to the top of the mountain. When we got there we entered into a very large house in which people live who stay on the top of the mountain. The floors were very slippery. After a few minutes we went out and sat on the green grass and began to eat our luncheon. We walked over rocks, and had fun walking over them. I jumped over them in some way. There were so many woods and rocks there, but I thought it a very cool and pleasant place. We saw some animals in cages on the mountain not very large animals. We fed them. There were raccoons, monkeys, and foxes. When I tried to touch the bars of the cage where the raccoons were they put their paws through as to touch my hand, and when I gave one of them something to eat, I felt of his nose. Another one shook paws with me. That raccoon was gentle. I tried to shake hands with monkeys, but they would not let me. Then after all Miss Markham took me to a swing, and I swung in it then fell out. Then we started for home. We climbed

down the mountain and ran. We had a fine time and enjoyed ourselves very much.

During the past year Edith's vocabulary has not been much enlarged; for until a recent date she has not manifested any strong desire to learn the meaning of new words. Some of the words concerning which Edith's curiosity has lately been excited are as follows: yea, verily, obvious, defiant, perplexed, truant, anxiety, sympathy, resolutions, executed, talisman, drawn battle, coronation, festival, velocipede, fanaticism, persecution and catechumen. She has often guessed the meaning of a word from its semblance to another. She asked if passionate did not mean the same as being in a passion, and quickly recognized the significance of the adjective virtuous from its close resemblance to the familiar word virtue. Soon after an explanation of "atheist" she encountered the word heathen in her reading lesson. From the way in which it was used it suggested atheist to her mind and she immediately wished to know if the two words had the same meaning. After a perusal of Whittier's poem "St. Martin's Summer," Edith asked eagerly, "was there really such a person as St. Martin and why did they call him Saint?" Several difficult words occurred in successive sentences of a chapter which Edith was enjoying very much. She stopped to inquire the meaning of the first one of the series; but there was no further questioning. In a few moments, the teacher selected one of the long words and requested Edith to tell her about it. When she had thus proved the child's ignorance, she asked her why she had allowed her fingers to pass over the word without any effort to learn its meaning. "I do not care if I am not very wise," was Edith's prompt and decisive response.

Occasionally it is evident that she avails herself of the first opportunity for the use of newly acquired words as in the sentence, "I rang the bell *twice* or *thrice*." The term "pray" is frequently employed as a preface to a statement of earnest entreaty, in clever imitation of certain characters whose acquaintance Edith has formed in her intercourse with books. An expression of rather mysterious origin quoted in times of special perplexity or desolation is "oh, miserable me!"

Edith knows that there are many languages besides our own, and this fact interests her very much. She has learned a few French words and phrases, and during a recent chat with Helen Keller enjoyed repeating some of them. She discovered that Helen had studied Latin, and soon afterward asked her teacher what kind of people spoke Latin. Then came the earnest question, "how many languages are there that are spoken by people now?" Her teacher named a number of names in response, and as soon as she paused Edith added eagerly, "and Irish, I have read Irish, 'I tuk dawn me hart' [I took down my hat] is Irish."

READING. Edith has continued to derive much pleasure and profit from her association with books. Through them she has been introduced to some of her truest friends who exert a strong influence upon her life. They are merry companions, gentle comforters or wise counsellors according to her needs. Daily practice in reading has constituted an important feature of her school work during the past year, and books have proved a fruitful source of entertainment in her periods of recreation.

During the evening hour which is especially dedicated at the institution to the pleasant diversion which reading affords, one of the teachers has transmitted to Edith's wait-

ing fingers the following popular stories, that are not included in our library of volumes in embossed print;—“Pussy Willow,” “Flipwing the Spy,” “A Summer in a Cañon,” “Eight Cousins,” “Five Little Mice in a Mouse-trap,” “Queen Hildegarde” and “Hildegarde’s Holiday.” “Pussy Willow” is the acknowledged favorite of these books; but Edith enjoyed them all with the exception of “Flipwing the Spy” which is too imaginative in style and plot to elicit and maintain her interest. She grew weary of the long conversations which the animals hold with one another in this story. Unconscious of the beautiful truth of the sympathetic bond which links all of nature’s children together, she could not conceive of the lower creatures as sharing in the joys and sorrows of human experience.

Among many birthday gifts received last October, the one which pleased Edith most was a copy of Mrs. Wiggin’s fascinating story, “A Summer in a Cañon.” Hugging closely the new treasure, she went rapidly from friend to friend claiming the attention of each, with the happy phrase, “my book.” As her fingers formed these letters there was a decided emphasis of the little word indicating the full, rich sense of possession, and she furnished a special index to her joy by adding, “it is the first book I ever owned.” A few days later, she brought the precious volume to the school-house to ask her teacher to read it to her in accordance with the latter’s promise. From the first chapter to the last her interest was earnest and enthusiastic. How could it be otherwise, when surrounding the sparkling charm of the story itself was the halo of joyous ownership?

When “Eight Cousins” was nearly finished Edith exhibited much eagerness to know the names of the book friends to whom she was to be introduced next. She asked excitedly, “are there hundreds of books? Can we count them?”

Various efforts have been made to stimulate Edith's imagination and insure its progressive development; but thus far there has been very little manifestation of this wondrous transforming power. As she listened to a chapter from "Queen Hildegard" Edith's interest suddenly waned when one of the characters began to tell a fairy story. "Do you not like it?" her teacher asked. "Quite well," was the answer. In response to the next query "why not *very* well?" Edith said, with decision, "because I like *true* stories better."

The adventures of little Tom, so graphically narrated by Kingsley in his story of the "Water Babies," failed to arouse in Edith any sympathetic interest because of their mythical form. As a natural consequence of her continued indifference to the charm of the classic tale, she could not derive much benefit from the beautiful moral lessons which it so plainly teaches. Not once in the course of the reading of Kingsley's "Greek Heroes" did her face beam with enthusiastic pleasure; but she refrained from expressing in words her feelings regarding the book, until stimulated to do so by a question concerning the fate of one of the heroes. She did not know the correct answer, and declared her desire to remain in ignorance of it, adding as if to furnish sufficient reason for her emphatic statement, "I do not choose to like 'Greek Heroes.' I do not think they are good stories, and I cannot understand the Greek names." Besides "Water Babies" and "Greek Heroes," Edith has read in class, "Swiss Family Robinson," "Grandfather's Chair," and a few short pieces selected from the school readers. From "Grandfather's Chair" she obtained her first knowledge of events in the early history of our country.

As a result of the pleasant freedom of access to our library of books in embossed print Edith has read nearly

all of the juvenile works which it contains, and has recently sought a diversion for some of her leisure moments in volumes of poetry. Whittier and Tennyson are the authors represented by her first choice. She enjoyed so much the latter's famous cradle song that she committed it to memory. She now has at her command quite a number of favorite poems and she likes to surprise her friends by reciting them. Edith's special fondness for Tennyson's "Bugle Song" may undoubtedly be attributed to her susceptibility to the magic rhythm of this exquisite lyric. She was much interested in a metrical version of the Lord's prayer which she recently found in a hymn book. When she had finished reading it, she remarked, "I wish I had learned to say it that way." One day after a friend had made several unsuccessful attempts to guess the name of a book which Edith had been reading the child sought to render assistance by saying, "it is like verses; but it is not poetry." "Evangeline" was thus suggested to her friend, and when this name was spelled to Edith her glad smile gave quick assurance of the correctness of the answer.

ARITHMETIC. Edith's natural antipathy to arithmetic has occasioned a series of rebellious contests which have been so frequent and so serious as to prevent any definite progress in the acquisition of mathematical knowledge. Early in the past year it became necessary to remove her from the arithmetic class, and arrange for her individual instruction in fundamental principles. It was hoped that she might, at least, acquire proficiency in their application to practical problems. Since this change, the required operations have been exceedingly simple; but Edith has striven in various ways to effect an escape from even so slight an

arithmetical torture. Her usual attitude has been one of rigid stubbornness, and often, five or six hours have elapsed before she has been willing to perform the task assigned her. A suspicion that she is endeavoring by persistent and vigorous resistance to banish the worst enemy of the comfort and happiness of her school life was recently confirmed when she hinted to one of her classmates that she hoped to be allowed to give up arithmetic. Her sentiments in regard to this branch of study were thus frankly expressed, "I do not like arithmetic, and I do not believe it. There is no use in my trying to take an interest in arithmetic, it is not in my nature to."

One day, when Edith would not reason about a problem, but waited for assistance in each step of the operation, her teacher told her that she must decide what to do herself by using her mind; whereupon Edith answered emphatically, "I never did." Upon another occasion, when she manifested the same spirit of dependence, a practical simile proved a magic power to lead her to a point whence she could assume a clear view of the situation. Her teacher said: "If you had a roommate who could not button her boots, would you button them for her every day or teach her to do it?" Edith's response was quick and decisive, "I would teach her to do it," and this thought was the incentive to earnest, independent work for the remainder of the lesson hour. "Do you try to solve your arithmetic problems?" a friend asked Edith. "Almost always," and then, as if prompted by a deepening regard for truth, Edith added, "sometimes I do, and sometimes I do not." "Why not always?" was the next question. "I do not know," Edith answered, "I have no reason. I cannot help it. It is my fault." When she was a member of an arithmetic class, and was working with fractions she clearly demon-

strated her capacity to understand the definitions connected with the subject. Her teacher had always spoken of a fractional number as a collection of fractional units, being careful to use the same words each time to avoid the danger of confusing Edith. One day in a review exercise after having defined a unit, a fraction, and a fractional unit, Edith hesitated a moment in reference to a fractional number, and then said, "a fractional number is made up of equal parts of a unit."

GEOGRAPHY. When Edith was asked, after her first lesson in geography, if she liked the new study, she said, "oh, yes, I think it is lovely," and upon being questioned concerning the cause of her earnest enthusiasm, replied, "because it is so easy."

The lessons for several weeks were, it is true, sufficiently easy and attractive to insure her warmest interest; but it was feared that as the work grew more difficult her ardor would gradually diminish. She has, however, remained loyal to her first conviction, and consequently her work with a few exceptions has been perfectly satisfactory. When she had been a member of the geography class for a period of six months she said, one day, during a conversation with a friend in relation to her studies, "I like geography best of all. I think it is the greatest, because it tells all about God's great world. I think sometimes when I am studying it, that I am seeing the great forests and rivers." The study in itself undoubtedly has a special fascination for Edith, but it must be conceded that the power which has held her attention captive for so long a time, and demanded her best work, is the method by which the grand subject has been presented to her mind. She has always been exceedingly fond of working in clay, and this plastic material has

furnished a medium for the attainment as well as the expression of most of her geographical knowledge. She has literally given shape to her thoughts during the course of nearly every lesson.

The clay ball which she was requested to mould was a most delightful introduction to the wonderful study of "Our World." The equator and its parallels, when drawn upon such a sphere, were not dull abstractions. Their relative positions and significance were easily comprehended, and the exercise of determining the latitude and longitude of various imaginary places was thoroughly enjoyed.

The advent of the map was an occasion of the deepest interest to Edith. Upon its surface, she, for the first time, traced the forms and outlines of the continents and their grand divisions and she quickly learned to distinguish the representations of the smaller divisions of land and of water. She encountered her first real difficulty in a study of the map with reference to the points of the compass. It was a long time before the geographical significance of these cardinal principles of direction was fully understood. When asked to illustrate in clay her knowledge of the natural features of land surface, Edith applied herself to the task with much eagerness, and quickly represented plain, hill, mountain and valley. A comparison with these familiar features was involved in the teacher's description of plateaux and primary and secondary highlands, which Edith soon afterward added to her topographical picture.

In studying the subject of vapor, she learned about the formation of clouds over the Pacific Ocean, and was told that a west wind carried them across the primary highlands where their moisture was gradually dispersed, as they passed over the successive ranges of mountains. Reasoning from this fact, without the assistance of any suggestion,

she drew the conclusion that when the air from the west reached the Atlantic Plain it would be a dry air and that the clouds which form over the Atlantic Ocean would be carried by an east wind across the continent and would deposit most of their moisture on the Appalachian highlands and on the eastern side of the Rocky Mountains. When the wonderful cloud story was first presented to Edith's mind, she seemed possessed with a feeling that she had been suddenly transported into the realm of fancy, and asked with an expression of intense earnestness, "is it a fairy tale?"

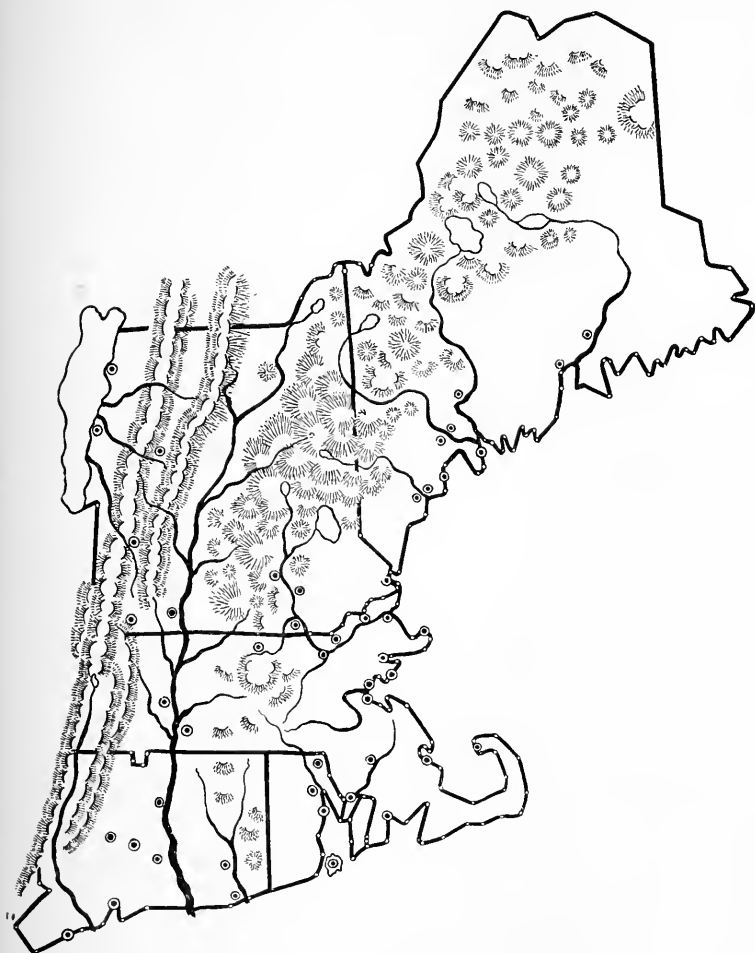
In the special study of North America, Edith made a most satisfactory application of the knowledge gained from her preliminary instruction. When by means of a large outline map, she had become familiar with the distinctive features of the coast, she was required to mould the great mountain and river systems, which she had previously examined upon a map designed by her teacher as a model for this sort of exercise. The accuracy of Edith's observation was first tested by a recitation, through the medium of the manual alphabet, and then, with memory as her only guide, she began her work with clay, which, when completed, presented a fair reproduction of the given model to which it was true in all essential points.

During the study of the different divisions of North America the map-making has been done principally from dictation.

A statement which Edith made to one of her classmates furnishes a key to her success in the art of moulding. She said, while her face was all aglow with enthusiasm, "I like to make pictures in clay." In order to gain a thorough knowledge of the St. Lawrence river system it was necessary for her to represent it in clay several times. One day upon

entering the geography class, she remarked in a jocose manner, "I am quite well acquainted with Mr. St. Lawrence."

The time devoted to the study of the New England states



has constituted the happiest period thus far in her geographical course. She showed unusual excitement, when her teacher placed before her the map of the little group of states with whose names she was already very familiar.

She immediately began a tour of investigation which was pursued with ever increasing interest and delight until the entire territory had been explored. When she discovered Massachusetts, she traced its outline very thoughtfully and then turned to her teacher with the question, "does Massachusetts really look like that?" During a special study of the six interesting states, Edith experienced a new pleasure in locating their principal cities by means of artists' tacks which she could easily press into the surface of her board map.

The map of New England which accompanies this sketch represents Edith's recapitulation in clay of the knowledge which she had gained concerning the important features of the surface and drainage of this group of states, and also the location of the principal cities in the manner mentioned in the preceding sentence. This representation is the result of a thoroughly independent effort. The work which Edith has thus far accomplished in her geographical course is indicated in the following outline.

Study of the earth as a sphere.

Surface of the earth (land and water).

Division of the land into continents, grand divisions, isthmuses, peninsulas and capes.

Division of the sea into oceans, gulfs, bays and straits.

Directions upon the earth's surface applied to a sphere.

Circles: equator, parallels.

Latitude and longitude.

Zones.

Natural features of land surface: plain, hill, mountain, mountain-range, mountain system, valley, plateau, primary and secondary highlands, lowlands.

Principles underlying evaporation and condensation of moisture.

Drainage: river and lake system,—river basins.

| | | |
|-------------------------|---|--|
| North America. | { | Position. |
| | | Coast line. |
| | | Study of primary highlands. |
| | | Position. |
| | | Names of different parts of the systems. |
| | | Study of secondary highlands. |
| Canada. New England. | { | Lowlands. |
| | | Great river systems. |
| | | Sources dependent upon highlands. |
| | | Position. |
| | | Coast line. |
| | | Surface. |
| | { | River systems. |
| | | Products. |
| | | Cities. |

Toward the close of last year Edith's attention was attracted one day by a book from which Miss Walker had been reading. She immediately wished to know its name. When the words "Our Mutual Friend" were spelled in response to her question, Edith laughed aloud and asked, "is that geography?"

MANUAL TRAINING. The time which Edith has spent in the work room has been employed in a way very creditable to her. She has completed a number of articles in knitting, crocheting, hand and machine sewing. A doll's skirt which she knit as a gift for her dear little sister Josephine was undoubtedly the achievement which gave her the greatest pleasure during the past year. Each stitch represented a sweet bit of affection. The material for this dainty present was in contrast to usual conditions secured with Edith's own money and her pleasure in it was thereby enhanced.

A special triumph of her skill in handiwork is a set of

doll's clothes which she made during a visit at Hampden last summer. The most attractive as well as the most remarkable part of this wardrobe was a jaunty "outing-suit," cut without the aid of any pattern and conforming in every detail to the popular fashion of the season.

CHARACTERISTICS. When Edith returned to school last September, her dignified bearing, in her association with teachers and pupils, was most noticeable because of its marked contrast to her natural buoyancy of temperament. It soon became evident that the sudden change of manner proceeded from an earnest desire that Miss Walker (her new teacher) should not fail to recognize the fact that her new pupil had reached the age at which she would claim the title of "young lady" and the kind of attention which such distinction merited.

A marked peculiarity of Edith's nature is an aversion to change. This trait is so strong that it extends to matters of even the most trifling significance. One day she was much annoyed because her recitation in geography did not immediately follow that of the pupil who sat beside her. When requested to answer questions on the topic which had been assigned to her, her fingers remained motionless. This seemed especially strange because her work in clay demonstrated a perfect knowledge of the subject. She soon offered an explanation by saying, "it is not my turn." Not until she felt convinced of the propriety of the unexpected departure from what she regarded as the established order of things, was she willing to take her share in the recitation of the hour. Upon being requested to change her seat at the dinner table to accommodate some guests, she refused to eat any dinner and was very disagreeable in her manner.

A story which Edith was required to reproduce had to be rewritten seven times owing to repeated signs of carelessness. On the morning when Edith had finally succeeded in writing the story correctly, Miss Walker asked her whether or not she intended to begin the week by doing her work well. "I cannot say," was her answer. When forced to a decisive response, she added, "I am afraid it will not be the truth." Her teacher then said, "you can make it the truth, which shall it be?" Edith considered for a few moments and then replied, "it shall be well." She seems to realize the weakness of her moral nature, and is seldom willing to make definite promises. A characteristic response to a friend's request was "I will try, my promises do not amount to much because I break so many." An incident which affords a beautiful contrast to this usual attitude of caution occurred this autumn. Edith was rejoicing because her deportment record had not been marred by any marks. She said, "I shall try very hard not to have any. I have promised not to have any." When asked whom she had promised, she answered with proud emphasis, "myself!"

A pleasant relief from the monotony of the routine of school life was afforded Edith when several of her friends asked her to instruct them in the use of the Braille type writer. She assumed the rôle of teacher with manifest delight, and reflected with amusing fidelity the distinctive qualities of the persons from whom she had obtained her conception of the character which she portrayed. When one of Edith's pupils was seated before the Braille writer ready for her first lesson, Edith said to her, "you may make A." The response "I do not know how," quickly revealed to Edith the grave error in her system of teaching, and she took refuge in fundamental principles. She explained the keyboard very carefully and then taught her pupil to make

a few of the simplest letters. In the intervals between the lessons, she directed the practice work of her scholars, generally writing upon slips of paper an outline of what she wished them to accomplish before she could again give them personal attention. The following directions are copied from one of the slips prepared for their use. "First make the letters you know, then some words, and after this you can write the sentences, see how many you can write. Be sure to have a good paper." The first group of sentences which Edith composed for the practice work of her little class are as follows :

I have a pansy for you. The cat has two babies. The hen laid three eggs. Tom lost ten cents. I have several dolls. She is sitting by the window. You have broken your mug. My mother is busy. My cat is white.

The slips upon which these sentences were written corresponded in size and shape with those with which Edith had become familiar in her work as a member of the English class. Some of the additional sentences which Edith wrote to be copied for her inspection are given below.

The flowers will be here soon. Those buds will open in a few weeks. I saw twelve cows feeding in the meadow. Here is a glass of water. He had sat in his chair at home. Please pass the nuts to my mother and her children. Etta has brought you some apples. The fox ate two of the mother hen's chickens. The sun shines very brightly this morning, and the birds are singing merrily. We picked some daisies this morning when we went to walk. One day when I went down cellar I found in a basket six baby kittens.

One evening, when a member of Edith's class had practised faithfully the letters a, e, l, and t, she sought to vary

the monotony of the exercise by combining them into words. Edith was much displeased when she observed the result of this daring act of independence, and said emphatically, "do not write words until I tell you to. Now you may review." Ellen submitted willingly to her teacher's command and she was allowed to learn s and i in advance. When she had made these two letters, Edith said: "They are right"; adding, with an evident desire to produce an impression of the necessity of paying explicit regard to her directions, "but you must not make them until I tell you." Ellen's fingers then rested passively on the keyboard for a few moments and during this brief respite from work, she spoke to one of the others in the room. Edith quickly suspected that some such digression had occurred and placing one hand upon Ellen's throat she spelled, with the other, in a manner indicative of special sternness, "to whom are you talking? You must not stop to talk." "Shall I not answer questions?" asked her pupil. "No," Edith replied, "not while you are taking a lesson, it wastes time." A little later, in the course of her instruction, Ellen requested that she might be allowed to write something beside the single letters of the alphabet. Edith said encouragingly, "yes, you may write a letter to your teacher by and by; but you must learn to write words and sentences first."

During the series of lessons which she gave in type writing, Edith occasionally met with the annoyance of dealing with a pupil who did not work to the best of her ability. Edith testifies to such a case in the following words: "Etta did not try hard enough last night to please me and I told her I was sorry she did not do as well as my other pupils. She came to me before breakfast and begged my pardon for being so naughty last night." When Etta came to take her next lesson, Edith said, "I hope you will do

better than you did last week." She examined very critically the first words which appeared on the paper, and finding that they were correctly written, she expressed her approbation by saying joyously : " Good, good, good."

It was a moment of grave responsibility, when three pupils came at the same time under Edith's tuition. Her mental powers were on the alert to meet the demands of the occasion. A Braille type writer with a sheet of paper was placed before each student, and while Edith was engaged in giving directions to Etta, Lily attempted to show Grace how to adjust the paper to her instrument. Edith was quickly aware of the assistance thus rendered, and indicated her disapproval by saying, " no, no, no, I do not want my scholars to help one another. I will tell Grace myself." When order had been restored and the three girls were busily at work, Edith seated herself with a very dignified air, having previously said to each of her pupils, " if you want to speak to me, rap on the table."

Edith's susceptibility to the vibrations produced by sound has been mentioned in previous reports. One day as she was walking in the school yard with a friend she suddenly stopped and said, " some one is playing on the piano, I want to listen." Although at some distance from the room whence the sounds issued, she stood in a most attentive attitude until the music ceased. One morning immediately after Edith was seated in church, she recognized the vibrations of the organ in the voluntary, and those produced by the footsteps of the people who were passing up the long aisles. She turned to her teacher, with the question, " are the people marching?" When told that they were walking to their pews, she asked, " does it disturb us?"

Upon occasions when she has been subjected to discipline of special rigor, Edith's rebellious feelings have often been

strangely exhibited. She was recently deprived of a pleasure expedition on account of a serious misdemeanor. The punishment of remaining at home was received with an unexpected degree of calmness until she learned its full significance. The deprivation of the privilege of association with her companions in the school yard quickly aroused her indignation. She obediently went to her room ; but a few moments later she appeared before her teacher with the statement that she had lost her ring. In reply to the question "where?" she said, "I lost it in my room, because you would not let me go in the yard." Upon another occasion, Edith refused to obey her teacher, and shut herself into her room where she gave full vent to her passion by a succession of violent kicks and screams. When she was at the height of her anger, a dear friend appeared before her, and said, "I have just been reading that when Laura Bridgman was a young girl and did wrong Dr. Howe told her she had a wild beast in her heart and must cage it." Edith spelled out very slowly and emphatically, "I do not believe anything about such things." She was inexorable for some time; but at last when she was told that marks of the wild beast's claws could be seen in her face, she pursed her lips tightly to keep them from relaxing and spelled gently, "I shall roar with laughter and deliver myself." Her friend advised her to do so and she laughed until she trembled with weakness. But she had delivered herself and was ready to obey her teacher.

Frequent instances of a heedless violation of the school rule which forbids running over stairs made it necessary to remind the pupils of its serious import and to state the penalty which its infringement would involve. Edith paid deep attention to this warning as it was interpreted to her by a classmate. Her behavior soon indicated strong feelings of resentment. During the hour devoted to evening reading,

she curbed her rising wrath; but, soon afterward, when her teacher met her on the stairs and stopped to speak with her, Edith pushed her aside and ran rapidly to the top of the flight. Encountering some one at this point, she suddenly turned and dashed to the foot of the stairway where she stood for a few moments muttering inarticulate sounds and talking vehemently to herself with her fingers. Becoming aware of the approach of a person, she started to run again and finally rushed to her own room. Here in seclusion, she evidently sought relief for her feelings by an attempt to express them in writing. A mysterious bit of manuscript was found near her door early the next morning. The writing betrayed the agitated state of her feelings, but the following words were distinctly legible. "I shall not do anything Miss Bennett told the girls tonight. I can not believe a word of it, any one shall be inspired by hatred if she tells me. I apply abusive epithets I shall I shall run all I want because I can't hear. I shall be furiously angry and dash past before anyone gets me. I dont care anything about it it it is not to my taste." (The phrase "abusive epithets" has been traced to a sentence which occurs in "Little Lord Fauntleroy.") The next morning Edith was perfectly calm and evinced no intention of violating the rule, and but for this scrap of paper and the testimony of the little friend who interpreted it we should never have known from how great a passion she had delivered herself. Later Edith furnished a key to her strange behavior with reference to the imposed restriction by saying, "I can only run when I have my hand on the baluster, the other girls can run in the yard but I do not dare because I can not hear."

One morning when Edith had failed in her lesson she offered this excuse: "It makes my head ache to study." The teacher of the class then said with much seriousness,

"it will make your heart ache to be naughty." "You cannot get inside of me, you cannot see my heart," was the emphatic answer.

When Edith is her brightest and best self, true pleasure is derived from her companionship. A love of fun and frolic is still one of her strong characteristics, and the frequent exhibition of this trait is a source of much entertainment to those with whom she daily associates. One evening she met her teacher in the hall and failed to recognize her, as she wore a gown which Edith had never seen. She put out her hand and quickly spelled "who?" Miss Walker then asked, "who do you think it is?" Her teacher's hand was easily distinguished but with an expression of countenance in which fun and daring were curiously blended, Edith spelled Miss Walker's first name. Her teacher understood her meaning, but replied as if she supposed that Edith had mistaken her for a pupil named Sara Tomlinson. "No," was Edith's denial of this suggestion, "Sara R-e-k-l-a-w." The idea of spelling her teacher's last name backward afforded a refuge to which she resorted without an instant's hesitation.

Last June, at the conclusion of the commencement exercises of our school Edith's dear friend, Lottie, who had acted as her interpreter in a geography exercise that afternoon, went to her own home to spend the night instead of returning to the institution with the other girls. Edith missed her from the supper table, and the next morning when she noticed that her place was still vacant, Edith looked much amused and asked roguishly, "was Lottie left in Boston Theatre?"

Edith thoroughly enjoys a secret, and also likes to give her friends an opportunity to exercise their skill in the art of guessing. A letter recently written to one of her teachers

concluded in this way: "Now I must say good night. Much love from your pupil. Guess My Name."

One morning the matron and the teachers in the cottage, which is Edith's home at the institution, found by their plates at the breakfast table some delicious grapes. Each gift was accompanied by a slip of paper upon which was written a request that the recipient guess the name of the giver.

A pleasing bit of childish fancy is afforded by the following incident. One cold morning when Edith came in from a walk around the school yard, she told her teacher that she had been shaking hands with Jack Frost, and asked if she would like one of the roses which he had given her. At the word "yes," she pressed her cold cheek against her teacher's face saying merrily, "now you have one." Edith enjoys the keen wintry weather, and is glad to be out of doors to receive her full share of the wondrous gifts which the Frost King brings. Last spring, she rejoiced in the possession of a bed of pansies. She took most excellent care of these dear plants and watched eagerly for the appearance of the beautiful blossoms. One day she said to her teacher, "I found six sweet little faces looking up at me this morning." "Shall you give them to six friends?" asked Miss Walker. "No," Edith replied, "they would rather stay together, and it takes them all to make a nice bouquet. I shall give them all to Miss Lilley."

Although Edith performs many acts of generosity, she has not yet reached the point where gifts are always prompted by a pure love of giving. She was asked to join the other students in contributing a little money toward securing for one of the school-rooms a picture of Bryant, which was to be first used in connection with some exercises in recognition of the poet's birthday. She

refused on the ground that the occasion would not be one of special interest to her and that she could not receive any pleasure or benefit from the picture itself.

The affectionate qualities of Edith's disposition are manifested in a great variety of interesting ways. She is exceedingly fond of her little sister Josephine. In describing a greeting from her, Edith said: "She put her arms around my neck and hugged me tight. She is very lovingly." The fact that Josephine has learned to use the manual alphabet is a source of great happiness to Edith. When she returned from the spring vacation which she spent at home, she was full of joy on account of her little sister's first efforts to talk with her. She said: "When Mamma wants me, Josie spells 'come' with her cunning little fingers."

One of the happiest experiences of Edith's visit in Hampden last August was the charming bit of tent life of which she speaks so enthusiastically in some of her letters. It furnished abundant scope for the satisfaction of her domestic tastes in the care of such a delightful abode. She was always inspired to do her best and she proved herself a very capable little housekeeper. She took pleasure in frequently changing the position of the furniture in order that the interior effect might not lose the peculiar fascination which novelty affords. When she was in the tent the fly was closed and fastened that she might have the pleasure of opening it in quick response to the first sign of the presence of callers. A forcible stamp upon the ground constituted her summons to the tent door. A dinner party was the most exciting event in the annals of her tent-life. The table was set with great care. Edith was granted the privilege of selecting from the dining-room of her friend's house the dishes which she wished to use for the important occa-

sion ; but in the assumed rôle of hostess she did not forget that she was in reality a guest, and modestly declined to state her desires in reference to the menu. The only suggestion which she made was that lemonade should be served. When the dinner hour arrived, Edith presided at the table with much ease and grace, and showed hospitable solicitude in her endeavors to satisfy the wants of her guests.

Throughout the entire summer, the greater part of which was spent in Chicopee Falls, Mass., with her generous friend and former teacher, Miss Markham, the days brought a succession of brightest joys to Edith. The vacation is designated in her own words as, "the happiest time of my life." Wherever she went loving friends and sympathetic strangers vied with one another in their efforts to surround her with an atmosphere of pleasure. She spent a part of the time in the midst of sweet country scenes, and thus was brought very close to the great, rich heart of nature from which she learned many wonderful truths.

It is easy to understand how intruding thoughts of school days should have given rise to the following sentiments which Edith expressed in a letter to a friend : "The vacation advances too fast for me so I will have to get a rope and tie it around its neck to keep it back. I feel so restless and not prepared for anything that I have to do at school." A few days before the time came for her to resume her studies for another year she wrote to one of the teachers, and thus referred to her return to the institution : "I shall see you next week. You will hardly know me when you see me for I have grown tall and changed."

CONCLUSION.

But, not to be a troubler of your peace. I will end here.

SHAKESPEARE.

In closing this report I take great pleasure in being able to state, that no effort is spared to keep the institution abreast of the times, and that its work is carried on with unflagging earnestness and vigor.

The corps of officers remains substantially the same as it was last year. Only one change was made at the close of the school term. For reasons relating to her private affairs, Mrs. L. S. Smith, who had presided for nine years over the household of one of the cottages for girls with kindness, fidelity and devotion, declined a reëlection. The vacancy thus created was filled by the appointment of Mrs. Cora L. Gleason, a former employée of the institution, who is perfectly familiar with the requirements of the position and well fitted for it.

With grateful acknowledgments of your uniform kindness towards me and of the favorable consideration which my suggestions and recommendations have received at your hands, and with sincere appreciation of the earnest work of teachers and pupils and of the faithful service rendered by my assistants in their respective departments, this report is

Respectfully submitted by

M. ANAGNOS.

LIST OF PUPILS.

| | |
|-------------------------|----------------------|
| Almy, Lillian. | Kennedy, Nellie A. |
| Bannon, Alice M. | Kent, Bessie Eva. |
| Boyle, Matilda J. | Keyes, Teresa J. |
| Brecker, Virginia R. | Knowlton, Etta F. |
| Brodie, Mary. | Lord, Amadée. |
| Brown, Grace L. | Meisel, Ruphina. |
| Carr, Emma L. | McClintock, Mary. |
| Carter, Lizzie. | Morgan, Clara. |
| Caulfield, Elizabeth E. | Morse, Maria T. |
| Cole, Carrie W. | Murphy, Maria J. |
| Colyar, Amy H. | Murtha, Mary Ann. |
| Delesdernier, Corinne. | Newton, Eldora B. |
| DeLong, Mabel. | Nickles, Harriet A. |
| Dover, Isabella. | Noble, Annie K. |
| Duggan, Katie J. | O'Neal, Katie. |
| Emory, Gertrude E. | Ousley, Emma. |
| Flaherty, Margaret. | Perry, Ellen. |
| Fogarty, Margaret M. | Ramsdell, Harriet M. |
| Foss, Jennie. | Reed, Nellie Edna. |
| Gaffeny, Catherine. | Rich, Lottie B. |
| Griffin, Martha. | Ricker, Annie S. |
| Heap, Myra. | Risser, Mary A. |
| Higgins, Mary L. | Rock, Ellen L. |
| Hildreth, Grace. | Roeske, Julia M. B. |
| Hilgenberg, Johanna. | Saunders, Emma A. |
| Hoisington, Mary H. | Smith, Florence G. |
| Howard, Lily B. | Smith, Nellie J. |
| Joslyn, Edna A. | Snow, Grace Ella. |

- Thomas, Edith M.
 Tierney, Mary E.
 Tisdale, Mattie G.
 Tomlinson, Sarah E.
 Ulmer, Effie M.
 Wagner, Grace.
 Walcott, Etta A.
 Warrener, Louisa.
 Welfoot, Florence E.
 West, Rose A.
 Wilbur, Carrie M.
 Wilson, Eva C.
 Amadon, Charles H.
 Baker, Frank G.
 Backman, J. Victor.
 Beckman, J. Arthur.
 Black, Charles.
 Bond, Samuel C.
 Brinn, Frederick C.
 Carney, Frederick.
 Clark, Frank A.
 Clark, J. Everett.
 Clennan, William T.
 Cook, Royal R.
 Corliss, Albert F.
 Dayton, Reuben G.
 Devlin, Neil J.
 Dodge, Wilbur F.
 Dutra, Joseph J.
 Ellis, William E.
 Forrester, Charles.
 Geisler, John H.
 Girard, R. George.
 Gosselin, Wilfred.
 Harmon, Everett M.
 Heath, William Edward.
 Henley, John.
 Henrich, Jacob.
 Hill, Henry.
 Hogan, George H.
 Irving, Frederick.
 Jackson, Clarence A.
 Jennings, Harry A.
 Kenyon, Harry C.
 Kerner, Isaac.
 Lawton, George.
 Leonard, William.
 Leutz, Theodore C.
 Levin, Barnard.
 Lynch, William.
 Madsen, John.
 Mannix, Lawrence P.
 Martello, Antonio.
 McCarthy, Daniel.
 McCarthy, William.
 McDevitt, Cornelius.
 McKeown, Thomas.
 Messer, William.
 Miller, Reuel E.
 Mills, George.
 Mozealous, Harry E.
 Muldoon, Fred. J.
 Newton, Wesley E.
 Nichols, Orville.
 O'Connell, John P.
 O'Donnell, Isidore A.
 O'Niell, Patrick.
 Putnam, Herbert A.

Rasmussen, Peter A.
Robair, Charles.
Rochford, Francis J.
Rochford, Thomas.
Sabins, Weston G.
Schuerer, Edward.
Sherman, Frank C.
Simpson, William O.
Smalley, Frank H.
Smith, Eugene S.
Sticher, Charles F.
Strout, Herbert A.

Sullivan, Michael.
Tracy, Merle Elliott.
Trask, Willis E.
Tucker, Henry R.
Walsh, Frederick V.
Weaver, Frank V.
Welch, Harry W.
Wenz, Albert J.
Wilkins, James A.
Witham, Perley D.
Wrinne, Owen E.
Younge, William Leon.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world, which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I.—Acknowledgments for Concerts and Operas in the City.

To Mr. Eugene Tompkins, proprietor of the Boston Theatre for a general invitation to an afternoon entertainment by the Denman Thompson Company.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for eight tickets to each of four concerts.

To the Cecilia, through its secretary, Mr. Francis A. Shave, for fourteen tickets to each of three concerts.

To the Williams Lecture Bureau, for twenty-two tickets to a lecture by Dr. Henry Boynton.

To Mr. J. M. Rodocanachi for fifty tickets and car fares to a concert by the Welsh Ladies Choir, Mr. Glass, manager.

To Mr. Virgil for twenty tickets to each of two pianoforte recitals.

To Messrs. Steinert & Sons for five tickets to Miss Gertrude Franklin's song recital.

To Mr. John Orth for twelve tickets to a series of four musicales.

To Mr. E. W. Tyler for twenty-six tickets to a pianoforte recital by Prof. Carl Faelten, and for fourteen tickets to a clarinet recital by Mr. Staat.

To Mr. George W. Want for eight tickets to each of two organ recitals at the New Old South by Dr. Alex. Guilmant.

To Mrs. Elsa Cushing for thirty-two tickets to an afternoon concert.

To Mr. E. Payson Bradley for twenty tickets to a concert at the Phillips Church, South Boston.

To Miss Charlotte Hawes for thirty-four tickets to each of her two lectures given at the Shepard Memorial Church in Cambridge.

To an unknown friend for twenty-five tickets to the Commemoration of the "Boston Tea Party," held in the Old South.

II.—Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and lectures given from time to time in the music-hall of the institution, we are greatly indebted to the following artists:—

To the Berkeley and Beacon Quartets,—Mrs. E. Humphrey Allen, Mrs. Frances Dunton Wood, Mrs. Marie Kaula Stone, Mrs. Ella Cleveland Fenderson, Mr. George W. Want, Mr. George J. Parker, Mr. Arthur B. Hitchcock, Mr. D. Marks Babcock and to Miss Agnes Snyder, accompanist, for one concert.

To Mr. H. G. Tucker and members of the Cecilia for one concert.

To Miss Mary P. Webster, Miss Margaret Webster, Mr. George J. Parker, Mr. Julius Akeroyd, Mr. Fox and Mr. Phippen for one concert.

To Mr. and Mrs. William Brigham for one concert.

To Prof. Arlo Bates for a lecture on Chaucer.

To Mrs. Julia Ward Howe for one lecture.

To Mrs. Fred A. Flanders for one reading.

To Rev. Samuel J. Barrows, D.D., for one lecture.

III.—Acknowledgments for Books, Specimens, etc.

For various books, specimens, etc., we are indebted to the following friends:—

To Mr. William H. Huse, Manchester, N.H., Miss S. H. Hooker, the Smithsonian Institution and the Society for Providing Evangelical Literature for the Blind.

IV.—Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest:—

| | | |
|---------------------------------|-----------|----------------------|
| The N. E. Journal of Education, | . . . | <i>Boston, Mass.</i> |
| The Atlantic, | | “ “ |
| Boston Home Journal, | | “ “ |
| Youth's Companion, | | “ “ |
| Our Dumb Animals, | | “ “ |
| The Christian Register, | | “ “ |
| The Musical Record, | | “ “ |
| The Folio, | | “ “ |
| Littell's Living Age, | | “ “ |
| Zion's Herald, | | “ “ |

| | | |
|--|-----------|--|
| The Missionary Herald, | | <i>Boston, Mass.</i> |
| The Well-Spring, | | " " |
| Woman's Journal, | | " " |
| The Century, | | <i>New York, N.Y.</i> |
| St. Nicholas, | | " " " |
| The Journal of Speculative Philosophy, | | " " " |
| American Annals of the Deaf, | | <i>Washington, D.C.</i> |
| The Étude, | | <i>Philadelphia, Pa.</i> |
| The Silent Worker, | | <i>Inst. for the Deaf-Mutes, Trenton, N.J.</i> |
| Church's Musical Journal, | | <i>Cincinnati, O.</i> |
| The Music Review, | | <i>Chicago, Ill.</i> |
| The Messenger, | | <i>Ala. Academy for the Blind.</i> |
| Tablet, | | <i>West Va. Inst. for Deaf-Mutes and Blind.</i> |
| The Inst. Herald, | | <i>Florida Institute for Deaf-Mutes and Blind.</i> |
| The Washingtonian, | | <i>School for the Deaf, etc., Vancouver.</i> |
| L' Amico dei Ciechi, | | <i>Florence, Italy.</i> |

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M ANAGNOS.

EDWARD JACKSON, TREASURER, in account with the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND
for the Year ending Sept. 30, 1894.

| RECEIPTS. | | EXPENDITURES. | |
|---|-------------|---|-------------|
| <i>General Account.</i> | | | |
| Balance on hand Oct. 1, 1893, | | Drafts for general fund, | \$82,000.00 |
| Income from invested funds, | | less unexpended balance returned, | 1,577.20 |
| | | | \$80,422.80 |
| State of Massachusetts, | \$30,000.00 | Drafts for printing fund, | 5,917.74 |
| " Maine, | 3,600.00 | less unexpended balance returned, | 241.62 |
| " New Hampshire, | 1,200.00 | | |
| " Vermont, | 1,800.00 | Drafts for kindergarten fund, | 19,531.45 |
| " Connecticut, | 5,920.00 | less unexpended balance returned, | 307.58 |
| " Rhode Island, | 3,850.00 | | |
| " Massachusetts for the blind wards of the State, | 137.47 | | |
| for Edith Thomas, | 300.00 | Paid treasurer for clerk hire, | |
| for expenses at the Columbian Exposition, | 250.00 | " safe rent, | |
| City of Cambridge, account Daniel McCarthy, | 34.40 | " taxes on property in St. Paul under mortgage to | |
| Legacy, Joseph K. Wail, | 3,000.00 | the institution, | |
| " Mrs. Matilda B. Richardson, | 300.00 | | |
| Donations, | 25.00 | <i>Investments.</i> | |
| Amounts received from M. Anagnos, Director, | 4,843.44 | Bought 68 shares U.S. Hotel Co., | 10,840.50 |
| | | " \$25,000 Fitchburg R.R. bonds, 5 per cent. due | |
| | | 1903, | 25,531.25 |
| | | Lent on mortgage, | 23,000.00 |
| | | " mortgage on property in St. Paul, | 1,666.31 |
| | | Balance of cash with N.E. Trust Co., | |
| Sale of books and appliances, | | | 12,181.10 |
| <i>Kindergarten Account.</i> | | | |
| Donations, | 17,897.00 | | |

| | | |
|---|-----------|--------------|
| Donations for new buildings, | 2,030.00 | |
| " from Miss Edith Rotch, in memory of Mrs. B. S. Rotch, | 5,000.00 | |
| Legacy from Mrs. Richard Perkins, | 10,000.00 | |
| " Mrs. Elizabeth W. Gay, | 231.19 | |
| Trustee of Tommy Stringer for his board, | 700.00 | |
| From his relatives, | 50.00 | |
| " Mrs. Jacobson for her son, | 100.00 | |
| " Mrs. Dolan for her daughter, | 24.00 | |
| " E. R. Brown for his son, | 33.33 | |
| " city of Boston for James Lester, | 31.20 | |
| " rent of gymnasium, | 40.00 | |
| " insurance on account of fire, | 262.00 | |
| " rents, Jamaica Plain, | 862.32 | |
| " State of Maine, | 1,425.00 | |
| " " New Hampshire, | 1,425.00 | |
| " " Vermont, | 300.00 | |
| " " Connecticut, | 3,480.94 | |
| " " Rhode Island, | 1,500.00 | |
| | | 45,392.58 |
| From loan on demand collected, | 35,000.00 | |
| | | \$179,853.39 |
| | | \$179,853.39 |

Examined and found correct.

GEO. L. LOVETT, *A editor.*

| | | |
|--|--------------------------------------|--------------|
| " | Eastern R.R., | 60.00 |
| " | Achison, Topeka & Santa Fé, | 68.75 |
| " | Fitchburg R.R., | 520.34 |
| " | dividends, Boston & Providence R.R., | 300.00 |
| " | Chicago, Burlington & Quincy R.R., | 500.00 |
| " | Fitchburg R.R., | 210.00 |
| " | Boston & Maine R.R., | 186.00 |
| " | Boston & Albany R.R., | 1,184.00 |
| " | United States Hotel Co., | 204.00 |
| " | rents, 412-416 Fifth street, | 1,005.00 |
| " | " 424-428 " " | 1,351.00 |
| " | " 537 Fourth " " | 450.00 |
| " | " 541, 543 " " | 980.00 |
| " | " 557, 559 " " | 1,539.67 |
| " | " 583-589 " " | 2,272.50 |
| " | " 091 H " " | 444.00 |
| " | " 11 Oxford " " | 603.00 |
| " | " 8, 10 Hayward place, | 4,000.00 |
| " | " 250, 252 Purchase street, | 4,299.96 |
| " | " 172-178 Congress " " | 5,700.00 |
| " | " 205, 207 " " | 3,061.66 |
| " | work department men's shop, | |
| " | rents, Jamaica Plain, | |
| " | sale of books, account of printing, | |
| <i>II. Receipts, exclusive of Income.</i> | | |
| <i>General Account.</i> | | |
| Donations, | | 102,859.15 |
| | | 25.00 |
| <i>Kindergarten Account.</i> | | |
| Donations, Miss Edith Rotch in memory of Mrs. B. S. Rotch, | | 5,000.00 |
| endowment fund, | | 11,512.86 |
| annual subscriptions through Ladies' Auxiliary, | | 5,631.50 |
| contributions for current expenses, | | 753.30 |
| " for new buildings, | | 2,030.00 |
| <i>Amounts carried forward,</i> | | \$127,811.75 |

GENERAL STATEMENT OF RECEIPTS, ETC.—*Concluded.*

| | | | | |
|---|-----------|---------------------|--|---------------------|
| <i>Amounts brought forward,</i> | | \$127,811.75 | | \$179,853.39 |
| LEGACIES. | | | | |
| <i>General Account.</i> | | | | |
| Joseph K. Wait, | 3,000.00 | | | |
| Mrs. Matilda B. Richardson, | 300.00 | 3,300.00 | | |
| <i>Kindergarten Account.</i> | | | | |
| Mrs. Richard Perkins, | 10,000.00 | | | |
| Mrs. Elizabeth W. Gay, | 231.19 | 10,231.19 | | |
| Insurance for loss by fire, | | 262.00 | | |
| Collected on loan, | | 35,000.00 | | |
| Cash on hand October 1, 1893, | | 3,248.45 | | |
| | | <u>\$179,853.39</u> | | <u>\$179,853.39</u> |

ANALYSIS OF MAINTENANCE ACCOUNT.

| | |
|--|-------------|
| Meats, 33,982 pounds, | \$3,139.36 |
| Fish, 3,818 pounds, | 280.21 |
| Butter, 6,078 pounds, | 1,648.82 |
| Bread, flour, meal, etc., | 1,248.86 |
| Potatoes and other vegetables, | 1,084.18 |
| Fruit, fresh and dried, | 566.72 |
| Milk, 32,923 quarts, | 1,679.45 |
| Sugar, 9,039 pounds, | 468.51 |
| Tea and coffee, 913 pounds, | 326.35 |
| Groceries, | 1,318.01 |
| Gas and oil, | 439.63 |
| Coal and wood, | 2,841.78 |
| Sundry articles of consumption, | 495.23 |
| Wages, domestic service, | 6,602.45 |
| Salaries, superintendence and instruction, | 24,701.12 |
| Medicines and medical aid, | 28.60 |
| Furniture and bedding, | 1,410.03 |
| Clothing and mending, | 9.08 |
| Expenses of stable, | 173.77 |
| Musical instruments, | 1,583.83 |
| Books, stationery, school apparatus, etc., | 1,570.08 |
| Construction and repairs, | 2,938.15 |
| Taxes and insurance, | 2,120.39 |
| Travelling expenses, | 82.31 |
| Sundries, | 185.33 |
| | <hr/> |
| | \$56,942.25 |

PRINTING DEPARTMENT, STATEMENT OCT. 1, 1894.

| RECEIPTS. | | EXPENDITURES. | |
|---|------------|-----------------------------------|------------|
| Income from invested funds, | \$6,620.28 | Labor, | \$2,296.05 |
| Sale of books and appliances, | 761.19 | Stock, | 105.69 |
| | | Machinery, | 215.31 |
| | | Type, | 167.35 |
| | | Electrotyping, | 833.14 |
| | | Binding, | 943.85 |
| | | Books, | 1,077.66 |
| | | Express, freight, etc., | 37.07 |
| | | Balance, | |
| | | | \$5,676.12 |
| | | | 1,795.35 |
| | | | \$7,381.47 |

WORK DEPARTMENT, OCT. 1, 1894.

STATEMENT.

| | | | |
|---|------------|--------------------|--|
| Amount due Perkins Institution from first date, . . . | | \$45,490.41 | |
| Excess of expenditures over receipts, | | 995.13 | |
| | | <u>\$46,485.54</u> | |
| Salaries and wages paid blind people, . . | \$4,127.65 | | |
| Salaries and wages paid seeing people, . . | 3,938.95 | | |
| Amount paid for rent, repairs, stock and sundries, | 9,663.96 | \$17,730.56 | |
| Cash received during the year, | | <u>16,735.43</u> | |
| | | \$995.13 | |
| Stock on hand Oct. 1, 1894, \$3,088.67 | | | |
| Receivable bills Oct. 1, 1894, 3,112.44 | \$6,201.11 | | |
| Stock on hand Oct 1, 1893, . | 6,172.35 | 28.76 | |
| Loss, | | <u>\$966.37</u> | |

The following account exhibits the state of the property as entered upon the books of the institution Oct. 1, 1894.

| | | |
|---|--------------|--------------|
| <i>Real Estate yielding Income.</i> | | |
| Building 8 and 10 Hayward place, . . . | \$51,000.00 | |
| Building 250 and 252 Purchase street, . | 44,000.00 | |
| Building 172 and 178 Congress street, . | 77,000.00 | |
| Building 205 and 207 Congress street, . | 59,000.00 | |
| House 11 Oxford street, | 8,000.00 | |
| Houses 412, 414, 416 Fifth street, . . . | 9,300.00 | |
| House 424 Fifth street, | 3,700.00 | |
| Houses 426, 428 Fifth street | 11,600.00 | |
| House 537 Fourth street, | 4,500.00 | |
| Houses 541, 543 Fourth street, | 9,000.00 | |
| Houses 557, 559 Fourth street, | 15,100.00 | |
| Houses 583, 585, 587, 589 Fourth street, . | 19,900.00 | |
| Houses 99 and 101 H street, | 3,500.00 | \$315,600.00 |
| <i>Real Estate used by the Institution.</i> | | |
| Real estate Broadway and Fourth street, | \$288,378.00 | |
| House 418 Fifth street, | 3,100.00 | |
| House 422 Fifth street, | 3,700.00 | \$295,178.00 |
| <i>Real Estate used for School Purposes.</i> | | |
| Jamaica Plain, | | 140,634.00 |
| Unimproved land South Boston, | | 11,525.00 |
| Mortgage notes, | | 170,666.31 |
| <i>Railroad Stock.</i> | | |
| Boston & Providence R.R., 30 shares, value, | 5,790.00 | |
| Fitchburg R.R., preferred, 70 shares, value, | 6,222.20 | |
| Chicago, Burlington & Quincy R.R., 100 shares, value, | 13,708.04 | |
| Boston & Maine R.R., 31 shares, value, . | 3,938.96 | |
| Boston & Albany R.R., 148 shares, value, | 29,933.00 | 59,592.20 |
| <i>Railroad Bonds.</i> | | |
| Eastern R.R., one 6% bond, value, . . . | \$1,270.00 | |
| Boston & Lowell R.R., one 5% bond, value, | 1,000.00 | |
| Chicago, Burlington & Quincy R.R., 27 4s, value, | 26,190.00 | |
| Chicago, Burlington & Northern R.R., 14 5s, value, | 14,416.88 | |
| <i>Amounts carried forward,</i> | \$42,876.88 | \$993,195.51 |

| | | |
|---|-------------|----------------|
| <i>Amounts brought forward,</i> . . . | \$42,876.88 | \$993,195.51 |
| Kansas City, St. Joseph & Council Bluffs R.R., 5 7s, value, | 6,375.00 | |
| St. Paul, Minnesota & Manitoba R.R., 10 4s, value, | 8,800.00 | |
| Kansas City, Clinton & Springfield R.R. 3 5s, value, | 3,051.25 | |
| Atchison, Topeka & Santa Fé R.R., 13 4s, value, | 11,470.50 | |
| Atchison, Topeka & Santa Fé R.R., 5 4s, 2d mortgage, value, | 3,850.00 | |
| Fitchburg R.R., 25 5s, value, | 25,531.25 | 101,954.88 |
| 60 shares United States Hotel Co., | | 10,840.50 |
| Cash, | | 12,181.10 |
| Household furniture, South Boston, | 17,000.00 | |
| Household furniture, Jamaica Plain, | 10,000.00 | 27,000.00 |
| Provisions and supplies, South Boston, | 691.43 | |
| Provisions and supplies, Jamaica Plain, | 250.00 | 941.43 |
| Coal, South Boston, | 2,231.00 | |
| Coal, Jamaica Plain, | 1,363.75 | 3,594.75 |
| <i>Work Department.</i> | | |
| Stock, | \$3,088.67 | |
| Receivable bills, | 3,112.44 | 6,201.11 |
| <i>Musical Department.</i> | | |
| One large organ, | \$4,000.00 | |
| Four small organs, | 200.00 | |
| Fifty-nine pianos, | 10,900.00 | |
| Band instruments, | 600.00 | |
| Violins, | 35.00 | |
| Musical library, | 1,075.00 | 16,810.00 |
| <i>Printing Department.</i> | | |
| Stock and machinery, | \$3,697.00 | |
| Books, | 18,116.00 | |
| Electrotype plates, | 18,949.00 | 40,762.00 |
| School furniture and apparatus, | | 9,000.00 |
| Library of books in common print, | 4,427.00 | |
| Library of books in embossed print, | 15,474.00 | 19,901.00 |
| Boys' shop, | | 397.55 |
| Stable and tools, | | 708.00 |
| | | \$1,243,487.83 |

The foregoing property represents the following funds and balances, and is answerable for the same:—

INSTITUTION FUNDS.

| | | |
|--|--------------|--------------|
| General fund of the institution, | \$115,439.72 | |
| Harris fund, | 80,000.00 | |
| Richard Perkins fund, | 20,000.00 | |
| Charlotte B. Richardson legacy, | 40,507.00 | |
| John N. Dix legacy, | 10,000.00 | |
| Joseph Scholfield legacy, | 2,500.00 | |
| Mrs. Eleanor J. W. Baker legacy, | 2,500.00 | |
| T. O. H. P. Burnham legacy, | 5,000.00 | |
| Joseph K. Wait legacy, | 3,000.00 | |
| Mrs. Matilda B. Richardson legacy, | 300.00 | \$279,246.72 |
| Cash in the treasury, | | 5,195.27 |

PRINTING FUND.

| | | |
|--|--------------|------------|
| Capital, | \$108,500.00 | |
| Surplus for building purposes, | 36,907.17 | 145,407.17 |

KINDERGARTEN FUNDS.

| | | |
|---|-------------|----------------|
| Helen C. Bradlee fund, | \$40,000.00 | |
| Mrs. George W. Wales fund, | 10,000.00 | |
| Mrs. Warren B. Potter fund, | 25,000.00 | |
| Mrs. William Appleton fund, | 9,700.00 | |
| Sidney Bartlett legacy, | 10,000.00 | |
| George Downs legacy, | 3,000.00 | |
| Mary Williams legacy, | 5,000.00 | |
| Elisha T. Loring legacy, | 5,000.00 | |
| Ellen M. Gifford legacy, | 5,000.00 | |
| Joseph Scholfield legacy, | 3,000.00 | |
| Mrs. Eleanor J. W. Baker legacy, | 2,500.00 | |
| Mrs. Lucy A. Dwight legacy, | 4,000.00 | |
| Royal W. Turner legacy, | 3,000.00 | |
| Mrs. Eliza B. Seymour legacy, | 5,000.00 | |
| Mrs. Elizabeth W. Gay legacy, | 7,931.00 | |
| Mary H. Watson, | 100.00 | |
| Miss Sarah Bradford, | 100.00 | |
| Miss Rebecca Salisbury, | 200.00 | |
| Mrs. Benjamin S. Rotch fund, | 8,000.00 | |
| Mrs. Richard Perkins legacy, | 10,000.00 | |
| Funds from other donations, | 77,469.00 | 234,000.00 |
| Cash in the treasury, | | 6,985.83 |
| Buildings, unimproved real estate, and personal property in use of the institution, South Boston, | | 420,405.09 |
| Land, buildings and personal property in use of the kindergarten, Jamaica Plain, | | 152,247.75 |
| | | \$1,243,487.83 |

| | |
|---|----------------|
| Whole amount of property belonging to the kindergarten, | \$393,233.58 |
| Whole amount of property belonging to the institution proper, | 850,254.25 |
| | \$1,243,487.83 |

LIST OF EMBOSSED BOOKS

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR
THE BLIND, BOSTON, 1894.

| TITLE OF BOOK. | No. of Vols. | Price per Set. |
|--|--------------------|----------------------|
| JUVENILE BOOKS. | | |
| Alcott, Louisa M. Little Women, | 3 | — |
| Andersen, Hans. Stories and Tales, | 1 | \$3.00 |
| Arabian Nights, six Selections by Samuel Eliot, | 1 | 3 00 |
| Burnett, Frances H. Little Lord Fauntleroy, | 1 | 3.00 |
| Child's First Book, | 1 | .40 |
| “ Second Book, | 1 | .40 |
| “ Third Book, | 1 | .40 |
| “ Fourth Book, | 1 | .40 |
| “ Fifth Book, | 1 | .40 |
| “ Sixth Book, | 1 | .40 |
| “ Seventh Book, | 1 | .40 |
| Children's Fairy Book, arranged by M. Anagnos, | 1 | 2.50 |
| Chittenden, L. E. The Sleeping Sentinel, | 1 | .25 |
| Coolidge, Susan. What Katy Did, | 1 | 2.50 |
| Eclectic Primer, | 1 | .40 |
| Ewing, J. H. The Story of a Short Life, | 1 | 2.00 |
| Greene, Homer. The Blind Brother, | 1 | 2.00 |
| Hale, Rev. E. E. The Man without a Country, | 1 | .50 |
| Harte, Bret. The Queen of the Pirate Isle, | 1 | .40 |
| Heidi, translated from the German by Mrs. Brooks, | 2 | 5.00 |
| Kingsley, Charles. Greek Heroes, | 1 | 2.50 |
| Kingsley, Charles. Water Babies, | 1 | 2.50 |
| Little Ones' Story Book, | 1 | .40 |
| Poulsson, Emilie. Bible Stories in Bible Language, | 1 | 3.00 |
| Poulsson, Emilie. Stories for Little Readers, | 1 | .40 |
| Richards, Laura E. Captain January, and other stories, | 1 | 1.50 |
| Sewell, A. Black Beauty, | 1 | 3.00 |
| Standard Braille Primer, revised, | 1 | .50 |
| Turner's First Reader, | 1 | .40 |
| Twelve Popular Tales, selected by H. C. Lodge, | 1 | 2.00 |
| Wiggin, Kate D. The Story of Patsy, | 1 | .50 |
| Wiggin, Kate D. A Christmas Dinner, | 1 | .40 |
| Youth's Library, Volume 1, | 1 | 1.25 |
| “ “ “ 2, | 1 | 1.25 |
| “ “ “ 3, | 1 | 1.25 |

| TITLE OF BOOK. | No. of Vols. | Price per Set. |
|--|--------------------|----------------------|
| Youth's Library, Volume 4, | 1 | \$1.25 |
| " " " 5, | 1 | 1.25 |
| " " " 6, | 1 | 1.25 |
| " " " 7, | 1 | 1.25 |
| " " " 8, | 1 | 1.25 |
| Script and point alphabet sheets, per hundred, | — | 5.00 |

GENERAL LITERATURE.

| | | |
|---|---|-------|
| American Prose, | 2 | 6.00 |
| Cooke, Rose Terry. The Deacon's Week, | 1 | .25 |
| Dickens, Charles. Christmas Carol, with extracts from "Pickwick Papers," | 1 | 3.00 |
| Dickens, Charles. David Copperfield, | 5 | 15.00 |
| Dickens, Charles. Old Curiosity Shop, | 3 | 12.00 |
| Eliot, George. Adam Bede, | 3 | 9.00 |
| " " Janet's Repentance, | 1 | 3.00 |
| " " Silas Marner, | 1 | 3.50 |
| Emerson, R. W. Essays, | 1 | 3.00 |
| Extracts from British and American Literature, | 2 | 5.00 |
| Goldsmith, Oliver. The Vicar of Wakefield, | 1 | 3.00 |
| Hawthorne, Nathaniel. The Scarlet Letter, | 2 | 5.00 |
| Hawthorne, Nathaniel. Tanglewood Tales, | 2 | 4.00 |
| Johnson, Samuel. Rasselas, Prince of Abyssinia, | 1 | 2.50 |
| Lubbock, Sir John. The Beauties of Nature, | 1 | 2.50 |
| Lytton, Edward Bulwer. The Last Days of Pompeii, . . . | 3 | 9.00 |
| Macaulay, Thomas B. Essays on Milton and Hastings, . . | 1 | 3.00 |
| Martineau, Harriet. The Peasant and the Prince, | 1 | 3.00 |
| Ruskin, John. Sesame and Lilies, | 1 | 2.50 |
| Scott, Sir Walter. The Talisman, | 2 | 6.00 |
| Scott, Sir Walter. Quentin Durward, | 2 | 6.00 |

POETRY.

| | | |
|--|---|------|
| Anagnos, Julia R. Stray Chords, | 1 | 2.00 |
| Bryant, W. C. Poems, | 1 | 3.00 |
| Byron, Lord. Hebrew Melodies and Childe Harold, . . . | 1 | 3.00 |
| Byron, Lord. Poems selected by Matthew Arnold, . . . | 1 | 3.00 |
| Holmes, O. W. Poems, | 1 | 3.00 |
| Longfellow, H. W. Evangeline, | 1 | 2.00 |
| " " Evangeline, and other poems, | 1 | 3.00 |
| " " Hiawatha, | 1 | 2.50 |
| Lowell, J. R. Poems, | 1 | 3.00 |
| Milton. Paradise Lost, | 2 | 5.00 |
| Milton. Paradise Regained, and other poems, | 1 | 3.00 |
| Pope, Alexander. Essay on Man, and other poems, . . . | 1 | 2.50 |
| Scott, Sir Walter. Lay of the Last Minstrel, and other poems, | 1 | 3.00 |

| TITLE OF BOOK. | No. of Vols. | Price per Set. |
|---|--------------------|----------------------|
| Shakespeare. King Henry Fifth, | 1 | \$2.00 |
| “ Merchant of Venice, | 1 | 2.00 |
| “ Romeo and Juliet, | 1 | 2.00 |
| Stratton, H. W. Commemoration Ode, | 1 | .10 |
| Tennyson, Lord. Idylls of the King, | 1 | 2.50 |
| Tennyson, Lord. In Memoriam, and other poems, . . . | 1 | 3.00 |
| Whittier, J. G. Poems, | 2 | 6.00 |
| Wordsworth, William. Poems, | 1 | 3.00 |

BIOGRAPHY.

| | | |
|--|---|------|
| Biographical Sketches, arranged by M. Anagnos, . . . | 1 | 3.00 |
| Biographical Sketch of George Eliot, | 1 | .25 |
| Memoir of Dr. Samuel G. Howe, | 1 | 3.00 |

HISTORY.

| | | |
|---|---|------|
| Constitution of the United States, | 1 | .40 |
| Dickens, Charles. Child's History of England, | 2 | 6.00 |
| Fiske, John. War of Independence, | 1 | 2.50 |
| Fiske, John. Washington and his Country, | 3 | 9.00 |
| Freeman, Edward A. History of Europe, | 1 | 2.50 |
| Higginson, T. W. Young Folks' History of the United States, | 1 | 3.50 |
| Schmitz, Leonhard. History of Greece, | 1 | 3.00 |
| Schmitz, Leonhard. History of Rome, | 1 | 2.50 |

RELIGION.

| | | |
|---|---|------|
| Baxter, Richard. Call to the Unconverted, | 1 | 2.50 |
| Book of Psalms, | 1 | 3.00 |
| Book of Common Prayer, | 1 | 3.00 |
| Hymn Book, | 1 | 2.00 |
| New Testament, | 3 | 7.50 |
| Paley, William. Natural Theology, | 1 | 4.00 |
| Selections from Swedenborg,* | 1 | — |

TEXT BOOKS.

| | | |
|--|---|------|
| Collar and Daniell's Beginner's Latin Book, | 2 | 5.00 |
| Collar and Daniell's Latin-English Vocabulary, | 1 | 1.50 |
| Cutter's Anatomy, Physiology and Hygiene, | 1 | 3.00 |
| Elementary Arithmetic by Mabel Townsend, | 1 | .40 |
| Geometrical Diagrams, | 1 | 1.00 |
| Guyot's Geography, | 1 | 3.00 |
| Huxley's Science Primers, Introductory, | 1 | 2.00 |

| TITLE OF BOOK. | No. of Vols. | Price per Set. |
|---|--------------------|----------------------|
| "Life and her Children," a Reader of Natural History, . | 1 | \$3.00 |
| Scribner's Geographical Reader, | 1 | 2.50 |
| Wentworth's Grammar-school Arithmetic, | 1 | 3.00 |

MISCELLANEOUS.

| | | |
|---|---|-------|
| Combe, George. Constitution of Man, | 1 | 4.00 |
| Don't: or, Directions for Conduct and Speech, | 1 | .50 |
| Handbook of Crochet, | 1 | .40 |
| Handbook of Knitting, | 1 | .40 |
| Howe, Dr. S. G. Cyclopædia, | 8 | 32.00 |
| Latin Selections, | 1 | 2.00 |
| Longfellow's Birthday, by Julia R. Anagnos, | 1 | .25 |
| Most Celebrated Diamonds, translated by Julia R. Anagnos, | 1 | .50 |

MUSIC.

BAND INSTRUMENTS.

| | | |
|---|---|------|
| Arban. Method for the Cornet and Sax-Horn, | 1 | 1.00 |
| Bach, Charles. Twelfth Andante and Waltz, | 1 | .25 |
| Heinecke. Arrangement of Meyerbeer's Les Huguenots, | 1 | .60 |
| Heinecke. Arrangement of Potpourri from Weber's Der Freischütz, | 1 | .50 |
| Lavallee, C. Overture, The Bridal Rose, | 1 | .75 |
| Meyrelles, M. C. Arrangement of Meyerbeer's Corona- tion March from Le Prophète, | 1 | .35 |
| Prendiville, H. Little Rose Waltz, | 1 | .25 |
| Rollinson, T. H. The Color Guard March, | 1 | .35 |
| Sponholtz. Peace of Mind, | 1 | .25 |
| Donizetti. Nocturne from Don Pasquale { sextette } | | |
| Ringleben. Polka Mazurka, { for brass } | | |
| Vaughan, A. H. Arrangement of Schubert's Serenade, . | 1 | .30 |

PIANOFORTE.

| | | |
|--|---|-----|
| Bach. Gavotte in G minor, | 1 | .05 |
| Bach. Gavotte, arranged from the Second Violin Sonata, | 1 | .10 |
| Bargiel, W. Op. 32, No. 1, Idylle, | 1 | .06 |
| Becht, J. China Astor Mazurka, | 1 | .05 |
| Beethoven. Sonatina in G, | 1 | .05 |
| Behr, F. Op. 575, No. 11, Think of Me, | 1 | .05 |
| Blakeslee, A. C. Op. 9, May Party Dance, | 1 | .06 |
| Op. 25, Gems of the Evening. | | |
| No. 1, Crystal Fountain Waltz, | 1 | .05 |
| No. 3. Let's be Gay Mazurka, | 1 | .05 |
| No. 4, Social Hop Schottische, | 1 | .05 |
| Burgmüller, F. Op. 100, Studies, | 1 | .75 |

| TITLE OF BOOK. | No. of Vols. | Price per Set. |
|---|--------------------|----------------------|
| Chopin, F. Op. 34, No. 3, Waltz. (Kullak), | 1 | \$0.06 |
| Op. 64, No. 1, Waltz. (Kullak), | 1 | .06 |
| Chopin. Étude No. 1, Op. 10, | 1 | .10 |
| Cramer, J. B. Studies, | 2 | 1.50 |
| Godard, B. Op. 56, Second Valse, | 1 | .05 |
| Goldner, W. Gavotte Mignonne, | 1 | .05 |
| Gurlitt. Op. 50, Studies, | 1 | .75 |
| Heller, St. Op. 46, Studies, | 1 | .75 |
| Jadassohn. Op. 35, Scherzo, | 1 | .05 |
| Kirchner, Th. Op. 7, Album Leaf. | 1 | .05 |
| Knight, J. S. Evening Dew Waltz, | 1 | .05 |
| Kullak, Th. Scherzo, | 1 | .05 |
| The Little Huntsman, | 1 | .05 |
| Lange, G. Op. 249, No. 1, In Rank and File, | 1 | .05 |
| Op. 292, No. 1, Playfulness, | 1 | .06 |
| No. 3, Dressed for the Ball, | 1 | .06 |
| Lichner, H. Op. 174, No. 1, Morning Song, | 1 | .05 |
| Op. 270, No. 2, Family Party Waltz, | 1 | .05 |
| Liszt. La Regata Veneziana, | 1 | .10 |
| Loeschhorn. Op. 65, Studies, | 1 | .25 |
| Lysberg, Ch. Op. 71, The Thrashers, | 1 | .08 |
| Matthew. Standard Series, Grade 1, | 1 | .75 |
| Merkel, G. Op. 25, In the Beautiful Month of May, | 1 | .08 |
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| Oesten, Th. Op. 276, White Roses, | 1 | .15 |
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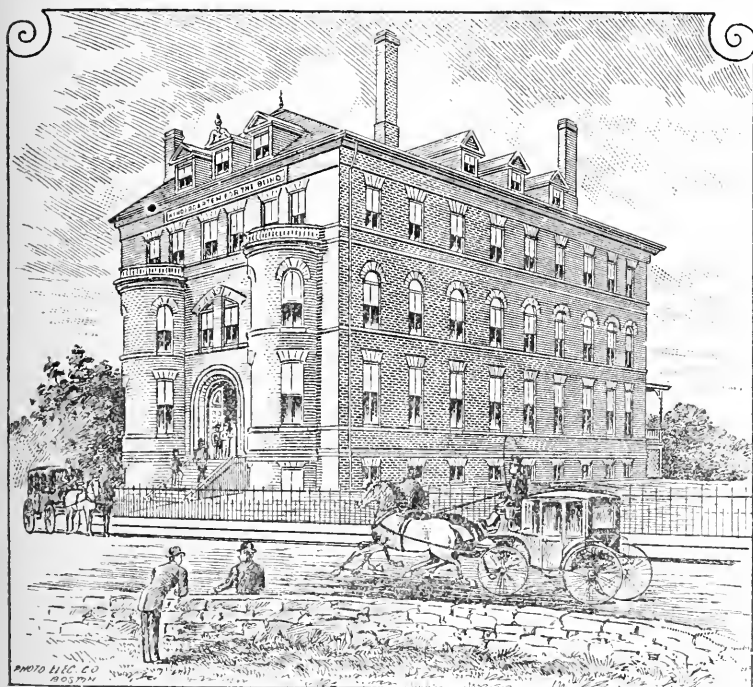
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EIGHTH ANNUAL REPORT
OF THE
KINDERGARTEN FOR THE BLIND

SEPTEMBER 30, 1894



BOSTON
PRESS OF GEO. H. ELLIS
1895







Kommt, lässt uns den Kindern leben.

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GIFTS IN LIFE AS WELL AS IN DEATH.

DEAR FRIEND:—Are you thinking of making your will and of disposing of the whole or a part of your estate for educational and benevolent purposes? If so do not forget the kindergarten for the blind in Jamaica Plain. Pray bear in mind the fact, that this institution is doing a holy work for the needy little sightless children, its object being to mitigate the sad effects of their affliction, to improve their condition physically, intellectually and morally, and to free them from the fetters of helplessness and dependence.

FORM OF BEQUEST.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind, the sum of dollars.

FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind (here describe the real estate accurately) with full power to sell, mortgage and convey the same, free of all trusts.

The Kindergarten for the Blind is located at the corner of Perkins and Day streets, Jamaica Plain.

The Jamaica Plain electric cars pass within ten rods of the buildings.

KINDERGARTEN FOR THE BLIND.

REPORT OF THE TRUSTEES.

To the Members of the Corporation.

LADIES AND GENTLEMEN:— Our last annual report contained a statement of general principles concerning the kindergarten department which need not be repeated year by year. All that is now required, in addition to the details in the director's report, is a fresh declaration of the importance of the work and of its claims upon public confidence and liberality.

The number of teachers and other officers now in service is 13, that of pupils is 59. As there are always candidates for admission who cannot be received for want of room, it will be seen that the demands upon the kindergarten are very strong. As to the manner in which these demands are met so far as they can be, it is not for us to make any boast, but we are persuaded that the director, matrons and teachers, are all thoroughly competent, and that the plan of training is well devised and well executed. The children who come to us require very delicate handling, and the success constantly attending their education proves its value. Of course we wish to

receive all who need to be received within our walls, and yet we do not regret that we are obliged to move slowly, rather than run the risks of too rapid expansion.

Even to carry on the work as it is involves some perplexity of a financial nature. Our income for current expenses is far from being met by subscriptions or by the interest upon our endowment fund, while the debt incurred in the construction and furnishing of the buildings last erected remains unpaid. It now amounts to \$16,475. We need that much as soon as we can get it, and for annual expenses we need \$5,000 a year over and above our present receipts. These wants, more and more pressing as time goes on, we earnestly commend to the thoughtful consideration of all our friends in the hope that their minds and hearts may devise some means of relief. While deeply grateful for the abundant generosity which has been shown to the kindergarten from its beginning, we are not ashamed to ask for generous gifts to come.

In pleading for the kindergarten and its inmates we are pleading for others, for its visitors, its neighbors, and the community in which it is situated. We know from personal experience, as well as from the testimony of many who have visited the place, that it is full of beneficent influences on all who come, on the young and the old, the seeing as well as those who cannot see, and that there can be very few, men, women or children, who do not draw from an hour

spent among our little children and their teachers, new love for their fellow-beings and new trust in Divine mercy.

THE KINDERGARTEN AT THE ANNUAL FESTIVAL.

No inconsiderable share of the interest which brings together so large an audience on commencement day centres in the kindergarten. The friends of the infant school always anticipate with pleasure the entertainment furnished on this occasion by the little children, whose ready ingenuity and spontaneity give life and meaning to the varied and ingenious kindergarten games. The keen enjoyment of happy childhood was good to see in the aspect of the little pupils seated at a table, at the very front of the stage, where each boy and girl was busy in modelling the clay objects, which were to be used in telling the "wonderful secret."

Meanwhile the principles of sloyd as applied to knitting were exhibited by another group of children. The several steps in the work, beginning with the coarse twine chain and going on through casting on stitches, plain knitting, seaming and ribbing, were explained by each child in turn, whose work could be distinctly seen as it was held up to view. The little girl who was "picking up dropped stitches" stood last in the row of knitters, but her task and the lesson taught were not unimportant.

At the conclusion of this exercise Rev. Edward

A. Horton was introduced to the audience. In an eloquent and cogent address he told the pressing needs of the kindergarten.

ADDRESS OF REV. EDWARD A. HORTON.

MR. PRESIDENT, LADIES AND GENTLEMEN:—Dr. Eliot knows very well that any one of adult rank, any member of the outside deputation who attempts to speak at exercises of this kind will have a very hard task. As you look at these children you are saying to yourselves, “how eloquent! how pathetic! how filled are these exercises with evidences of the beautiful work which is being done in developing these young people!” I must confess that I grew so absorbed in this fascinating programme, I am in the condition of that last child who spoke in the knitting exercise; I forgot what I was going to say, and I am trying to pick up the dropped stitches of my speech.

A social leader of New York, McAllister by name, has recently intimated that the typical citizen of Boston spends most of his time in planning to save money to contribute to or to endow some noble institution. He thought it was a fearful sarcasm; but I believe that every one in this house would be happy to share in that distinction, of which every New Englander might well be proud. It is a noble ambition, and that Boston has such a reputation is a thing to rejoice over. Ever since the Mayflower came to Plymouth it has been the anxiety of the New Englander to promote thrift, prudence, common sense and religious consecration to good works, generation after generation, and to see what might be done to make humanity everywhere better and nobler and more fully panoplied with all the resources and equipment of intellect. We are not born into this world to make our sole object the pursuit of pleasure, often unsatisfactory, or to find out what it means to be in society, to have a good

time, and to devise how we selfishly can get ease and comfort for ourselves.

In Boston, among the many object lessons which are presented to us, I venture to say there is no one occurring annually which is so significant, so filled with human interest, and so appeals to our hearts, as these exercises of the Perkins Institution for the Blind. On these boards have walked a Booth, a Salvini, an Irving, Miss Terry, Barrett, and others of a great line of dramatic performers, whom you will call to mind; but with all the skill they acquired and the marvellous interpretation they put forth, this scene outranks them all in dramatic art. I am not depreciating the drama; I know what we owe to Shakespeare, who depicted as none else the emotions of life, and I am as ready as any one to proffer the laurel crown to those who can give expression to the depths of human experience. But here is tragedy, here is pathos,—at first depressing us, then, afterwards, we rise on the wings of exultation and sound the victorious note, because of what has been achieved by these children, and what they prophesy as to the possibilities of our common nature, even under thralldom.

Tennyson says, if we could pick a flower from the crannied wall and interpret its essence we could understand the great mysteries of life. So, if we could watch the birth of soul in these children, and understand the development of that life in its different phases, we might not only understand how blind children are evolved but how human nature is expanded from the little prophecy in the cradle to the mature beings who take their parts in the great drama of existence.

Let me call your attention to some background of far-lying principles that apply to us all. What does this scene represent today, of which we are all parts,—you the responding audience, these children the quickening impulse, the thrilling actors? This first: America, the United States of this country, largely through the work of Dr. Howe and his school, represents the most ad-

vanced treatment of the blind now known in the world. It is conceded in England and in Germany that we have developed all the higher equipment for the education of blind people, and produced results far beyond those of any other country. We land these graduates in a better social position than any other country; we place them where they can walk, though blind, with head erect and with self-respect. We do not leave them dependent upon the world, but equip them so that they may earn their own subsistence when their school days are over. This is conceded. How does it come about that in this country, with all its newness and crudeness, in the hurly-burly rush of our everyday life, we can stop for tender thoughts and give practical care to our helpless, with so wise a philanthropy as is shown in this institution, and some others as well? Because we believe in humanity; because we follow the example of Jesus; because we run up to the top the flag which signifies that by the people and through the people can the noblest results be achieved along the pathway of civilization. This humanity has picked the discarded from the gutter, from dungeons and from the haunts of poverty, saying, "here is a child of God; let us lift him up and give him a helping hand." Thus we find out whether our Charter of Independence and our Fourth of July oratory have any basis in reality. This spirit of humanity is abroad in the land, and these radiant faces, and the opportunities which are given these children for useful and happy future lives, prove it. They have been taken from various parts of the country; from New York, Pennsylvania, Alabama, Texas and other states; and we have endeavored to emancipate them from their great disadvantage as far as possible, and set them in a field of usefulness. This comes from our belief in the people, not in any arbitrary authority, and this scene is an affirmation of it.

There is another thing I wish you to remember, and these little children, speaking a hundred-fold better than my feeble words can utter it, affirm it: this is coöperative character-making. The

awakening of the souls in these young children is wonderful. It is not what we pour in, but what we draw out, that is the most educational. You touch the knob of an electric reservoir, which is in the midst of the darkness of midnight, and a spark is kindled,—a prophecy of the light which is to come, the day-dawn of reason, imagination and conscience, which is to be consummated in that higher type of education characteristic of our common schools everywhere today.

I have another word: I want you, men and women, who sometimes grow doubtful as to Providence, who are not sure always whether life is rolling forward and upward, to look at these teachers. Look at Mr. Anagnos; recall the example of Dr. Howe. What does it all mean? A patience almost divine; a patience to work and to wait; a patience akin to that of God. During these months and years these teachers and guides have gone through what you would not, one in a thousand of you, deem possible to undertake,—repeating over and over, day after day, their efforts to impress something upon the consciousness of the child; the child forgetting what was taught the day before, until at last there comes a crystallized habit, the companionship and the identity of the teacher and his effort make an impression, which is held, and the point is gained. If you want an illustration of patience, go to the Perkins Institution for the Blind, and you will better understand what they represent here; and then go home and take up the duties of citizenship, and if you are a mother in the household, oh, let these children teach you, and let the teachers who are attending them, teach you this beautiful lesson of patience!

The blind children today, young and older, challenge you and me, they fling down the gauntlet, and they demand that we should be up to the duties of life better than we are. Think how some of these started in life,—destitute of everything possibly, mere castaways, and see what they have accomplished, and what they will work out! Let us recall Prescott, the historian, and remem-

ber his industry and its results; Fawcett, with his indomitable will and energy; Herreschoff with planning vision; recall the memory of Milton, pouring out his great soul in poetry and music; think of deaf Beethoven, creating the marvellous melody to which he could never listen; think of the wonders these men accomplished, hampered as they were. The blind today challenge all who live in luxury. I see children here as spectators, and I think of them as I would of my own, trusting that they may realize their privileges, and that they may fulfil in their day and generation the glorious things that are expected of them.

Now, after all this general talk, I have to make a special application, and Mr. Anagnos, that dear man, wants it more than anything I have said before. He stands one side, his face turned away, that his blushes may be concealed. That man is giving his life as nobly as any one has done in the past for the cause of humanity, and he asks you to help in this great work, and this appeal for the kindergarten is a particular part of this programme, and a very important part.

There are three things that need to be done, and I am sure that you are going to do them somehow. The kindergarten contains seventy children, happy in the new life that is opened to them,—twice the number heretofore admitted; and there are twelve sightless dear children waiting to get in from the outer darkness. Who will take this matter in hand and make it possible for these helpless little ones to be taken in to the light and set forward in the pathway of usefulness? The hard times has affected this institution, as it has laid its fell hand on almost everything. I ask you to help in supplying the balance required for the current expenses in carrying on this work. My friend Mr. Saltonstall has just said to me, "tell the people to back this institution up. They must not wait to draw checks after they have got a big bank account; they must remember that the drops and rills make the stream, and if everybody would do something, would do what he can, a great burden would be lifted."

The second thing to be done is this: that house at Jamaica Plain has a mortgage on it of \$16,500, hanging like a cloud over the place. Who will lift it? \$16,500,—what is that? I believe there are some individuals who wouldn't know it if that sum was taken out of their principal. Why not signalize this day by going home resolved that that burden shall be lifted?

The third thing, a little higher up, Boston or New England would not call anything when convinced that it should be done. An endowment fund of \$100,000 was started sometime ago, of which \$65,000 needs to be raised, in order to meet the running expenses and place the institution on a substantial basis. There is an open door for all of you, young or old, rich or poor, to enter and do something for this noble institution. There are red-letter days in your lives, and you might well make this one of them by helping on the good work.

I thank Mr. Anagnos and the trustees for the opportunity of being here today. The whole year will be lifted up into hope and dignity in consequence of it, and I shall see the spirit of Jesus thus manifested, letting the light in, and letting the light shine so as to glorify our Father in heaven. So may it be for all of us; this scene has in it something that marks a step forward in the triumphs of Christianity. We should regard ourselves happy that we belong to a community that has an Anagnos and a Perkins Institution for the Blind.

Following Mr. Horton's appeal, the poetic story of the pigeons, (which was written for the occasion by Miss Annie Emily Poulsson) was blithely told both in rhyme and song. Tommy Stringer commenced the exercise by showing the egg "so smooth and round." The nest, the mother-bird, the pigeon-house, the barn, the corn-bin, the child "so thoughtful and kind" were represented by the clay models which

had been made so skilfully by the sightless children. The sweet face, framed in golden curls, of Willie Elizabeth Robin was alive with eagerness and animation and her pride and pleasure in taking part with the other children in this exercise, were plainly noticeable.

The intelligent and lively expression of countenance and the graceful gesture each gave charm and meaning to her performance. The story was brought to an end by a game in which a larger number of children took part, some of whom represented the pigeons and showed their motions by means of finger-play, while the rest sang about the birds.

The performance given by the kinder-orchestra has become a feature of these exercises, and the work of the tiny musicians on this occasion was entirely creditable. Two selections were given, one of which, the Christmas Chimes Mazurka, was composed by Miss Cornelia Roeske, the teacher in charge of the boys. Both pieces were played in perfect time and unison, and very effectively.

The music, the game, the song, the story, the sloyd handicraft,—all the play and work combined, proved most convincingly the value of this training for the little sightless children, and the entire exhibition was a most powerful plea for the generous maintenance of the infant school.

TEST OF THE WORK OF THE KINDERGARTEN.

This report concludes the work of seven years. At the end of this period the kindergarten can no longer be regarded as being in its experimental stages. It has gone beyond these, and now it must be judged by its results. The quality of the fruits already produced by it is the best test of its value. Therefore we heartily invite inspection and examination. The doors of the infant institution are wide open at all reasonable hours to our citizens, and those among them who are desirous of ascertaining what has been accomplished or is being done therein for the amelioration of the condition of the blind are most earnestly requested to visit it and witness its operations. We are sure, that while their hearts will be deeply touched by the sight of so many little children living in perfect physical darkness, a feeling of gladness and hope will soon come over them on beholding the successful application of those means of alleviation, which were devised by science, nurtured by faith and put into practice by the generosity of the friends of afflicted humanity.

CLOSING REMARKS.

In taking a retrospective view of the history of our interesting charge during the year just closed, we have ample cause to be greatly pleased with what has been accomplished, and deeply grateful for the

help which has been given to us from various sources. Seldom has the kindergarten been placed under so many obligations by those who have been of practical service to it, whether in the case of the ladies' visiting committee, who look after the health and comfort of the pupils, of the members of the press who have interested themselves to bring the needs of the infant institution before the public, or of the donors and annual subscribers who have come forward with full hands to aid the cause of the little sightless children.

All which is respectfully submitted by

EDWARD BROOKS,
WILLIAM ENDICOTT, JR.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
HENRY MARION HOWE,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
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Trustees.

KINDERGARTEN FOR THE BLIND.

EIGHTH ANNUAL REPORT OF THE DIRECTOR.

Calm and tempest, heat and cold,
Light and shadow, sun and shower,
Over and over as seasons unfold,
And out of it grows the beautiful flower.

EMMA C. DOWD.

To the Board of Trustees.

GENTLEMEN: — In submitting to your consideration the eighth annual report of the director on the condition, needs and prospects of the kindergarten, I deem it a great privilege to be able to state at the outset, that the year under review has been marked with a good measure of success and prosperity.

Although we have had to contend with many difficulties arising from the financial depression which has prevailed in the community, or incident to new and untried enterprises, our work has been prosecuted with great vigor and with excellent results.

There has been a steady and striking improvement in the intelligence, appearance, disposition and manners of the children. As the flowers unfold amid sunshine and showers, so have these little human

plants developed under the healthy and genial influences of the infant institution.

We have every reason to be thankful for what has been done in furtherance of our enterprise and to rejoice in the fact, that the interest manifested by the most humane and benevolent citizens of Massachusetts in the cause of the little sightless children is unabated.

APPEAL FOR ANNUAL SUBSCRIPTIONS.

The perfect life is his who graves
 Upon the tablets of his mind,
 Each hour, some lofty, grand endeavor
 To make better his kind.

PRESTON.

Nearly two years ago, when the new buildings of the kindergarten were ready for occupancy, the little girls were moved to their present quarters, and a second household was formed, equal in size and similar in requirements and appointments to the first. Since that time the enrolment of children has been nearly doubled, the number of teachers and other officers has been raised from 5 to 13, the supply of materials for daily use has been greatly enlarged, and as a consequence the current expenses amount to just twice as much now as they did two years ago.

Owing to the rapid growth of the infant institution, the load of the financial responsibility had already become oppressive at the beginning of the past year, and since then unforeseen circumstances conspired to

render it still more so. During 1894 the kindergarten, in common with other institutions, felt the hard times most severely. Several of the constant friends and generous helpers of the little blind children passed away suddenly, the contributions and donations fell off steadily, the revenue from some of the investments diminished speedily, and there was no prospect of realizing through gifts and bequests a sum of money sufficient to meet all demands.

This state of things was anything but satisfactory. The outlook seemed to be dismal in every direction. The danger of a deficit at the end of the year confronted us in the fulness of its terrors, and our anxiety became extreme lest the debt incurred for the erection and equipment of the new buildings should be enlarged.

Finding ourselves on the brink of a serious financial plight, we prepared an earnest appeal and published it at once in all the leading newspapers. It was also printed in the form of a leaflet and mailed to thousands of persons. Mrs. Louis Agassiz, the worthy heir to the sweet spirit of benevolence which led her grandfather, Col. Perkins, to become the first munificent benefactor of the blind in America, sent a brief but urgent circular to the annual subscribers in Cambridge asking them to renew their contributions. Miss Olga E. Gardner, the treasurer of the ladies' auxiliary society, attended diligently to the duties of her office, and Mrs. Lucy B. Haven of Lynn, Mrs. Elizabeth S. Whitten and Mrs. C. A. Sayward

of Dorchester, Mrs. William Wood of Milton, Mrs. Abby F. Day of Worcester, and Mrs. E. T. Ingraham of Wellesley, all kind friends of the kindergarten, spared no pains in bringing its wants to the notice of as many of the best families in their respective districts as possible.

As a result, there has been a notable increase in the annual subscriptions during the past year, the total amount having been raised from \$3,574.57 to \$5,631.50. This was a most encouraging achievement, for which we are devoutly grateful. To one and all of the many generous givers who responded readily to our request and relieved us from imminent embarrassment we extend our warmest thanks and most cordial acknowledgments.

But, although our horizon is brighter now than it has been, threatening clouds are still in view. The regular sources of revenue, instead of increasing, have been most seriously lessening. The income of the present year, compared with that of the last one, will fall short by at least \$5,000. Meanwhile the number of little blind children residing in Massachusetts has been so enlarged as to make it impossible for us to receive private pupils from outside of our state who are able to defray the actual cost of their board and tuition.

This is a situation calculated to cause extreme uneasiness. We deem it our duty to make its gravity known to the friends of the kindergarten and to the community at large. We sound no false note of

alarm, nor do we paint the picture a shade darker than it really is. We give the facts just as they are. We are striving to hold the current expenses at the lowest possible figure consistent with the health of the children and the thoroughness of their education. In spite of all difficulties and obstacles we must maintain and even augment the efficiency of the ministry of the infant institution. We cannot take a backward step. Forward we must go, be the risk what it may. We have no choice in the matter. We must not falter for want of means.

But onward, upward, till the goal we win.

In order that the blessed work of the kindergarten may go on in its integrity without the least interruption until the endowment fund is completed and a solid financial foundation secured, an increase in the number of the annual contributors is indispensable. Indeed there is no escape from our perplexities and no assurances of steady progress without it. Hence we are compelled to ask for further assistance, for new subscribers. Our call is earnestly addressed to all philanthropic and tender-hearted persons, but it is directed with special emphasis to you, fathers and mothers, whose sons and daughters not only are in full possession of their faculties, but have the pure wheat and the sweet waters of life in plenitude and are favored with the enjoyment of many advantages, comforts and pleasures. The case of the little sight-

less children, for whom we bespeak your generosity, is entirely different from that of all others.

These hapless little human plants are shrouded from infancy in a ceaseless gloom that has settled down like a thick sullen shadow upon them. They live in everlasting night from the cradle to the grave. No human power can restore their sight. To them all is, and will ever be,—

Dark, dark, dark, amid the blaze of noon,
Irrevocably dark, total eclipse.
Without all hope of day.

A sable curtain is drawn around them, and their horizon is completely veiled. The outer world, with its countless images of beauty and sublimity and with its marvellous sources of knowledge and inspiration, is a "blank of sadness" to them. Not for them are the grandeur of nature and the glory of art, nor the colors of the flowers, nor the plumage of the birds, nor the brightness of the firmament. They are isolated by their infirmity, and, if left to themselves, degenerate through idleness and run the risk of falling victims to an intellectual blight that often approaches closely to feebleness of mind. In some instances they are not only oppressed by extreme poverty, but are constantly exposed to unhealthy and deleterious influences, which hinder their normal development and stunt their physical, intellectual and moral growth.

O suffering, sad humanity,
 O ye afflicted ones, who lie
 Steeped to the lips in misery.

The deliverance of these hapless children from the clutches of woe, and their future welfare depends wholly upon a broad rational education. To them this is not merely an accomplishment or a luxury, but a veritable necessity. It is the only sure means of emancipating them from the bondage of an appalling calamity. It is the spark that will kindle in them the aspiration for self-helpfulness and the ambition for self-improvement and guidance. It is the Aladdin's lamp that will illumine their pathway and will lead them out of the shadow of affliction into the sunlight of activity and happiness, the lever that will raise them in the scale of humanity, the passport that will introduce them into the society of their fellowmen.

Plunged into a sea of ills, these puny and weakly little figures stretch their hands toward the shore calling for a life boat. Will their petition be allowed to prove as ineffective as a cry in the wilderness? They turn their pale and wan faces toward you, fortunate parents, whose offspring are hale and "greatly blessed with every blooming grace," and beseech you in doleful accents of supplication,—

Save us! Save us! woe surrounds us,
 Little knowledge sore confounds us;
 Life is but a lingering death.

Are you going to fortify yourselves behind the walls of continued hard times and turn a deaf ear to the appeal of these unfortunates? They implore you to provide for them a plank wherewith to cross the river of their affliction, to land at the shore of self-reliance and to enter upon a career of activity and usefulness. Will you dismiss their request with a cold denial? They beg of you in the name of mercy, to roll away for them the ponderous stone that closes the entrance of the sepulchre in which their humble talents are entombed, so that these may be vivified by exposure to air and shower and sun and bring forth blossoms. They ask you for nothing less than what is to them the veritable bread of life. Can it be possible that such a piteous and pathetic plea will receive no heed from you, generous men and women of Boston and high-minded citizens of Massachusetts, so liberal in aiding every sufferer,—

So just, so generous to all distressed
Whoever, or wherever they may be?

I do not believe that this is possible; at any rate, I trust not. The instincts of humanity, the promptings of benevolence, the dictates of wisdom, and the experiences of the past, all combine to strengthen me in the belief that a ready and abundant response will be accorded to this appeal, and that the kindergarten will be adequately supported and enabled to fulfil its gracious mission.

THE ENDOWMENT FUND IS STILL INCOMPLETE.

The sum of \$58,500 is needed for its completion.

Wie schränkt sich Welt und Himmel ein,
Wenn unser Herz in seinen Schranken banget!

GOETHE.

The picture of anxiety, which the greatest and most learned of German poets draws in these lines, is so familiar to those of us, who are deeply concerned about the financial condition of the kindergarten and the permanence of its usefulness, that we can bear testimony to its absolute correctness. We know from personal experience "how heaven and earth seem to contract when our heart frets within its barriers," and how depressing and dispiriting are the effects of perplexity.

We have every reason to be very thankful for what the kindergarten is doing and for the constant enlargement of the field of its work. But while we rejoice at the steady advancement of the infant institution and at the abundance of the blessings which it confers upon the little sightless children of New England, we are not free from uneasiness and worriment in regard to its future destiny and to the continuance of its beneficent ministrations without interruption or degeneracy. On the contrary we are extremely solicitous about these matters, and we have real reasons and not imaginary ones for our anxiety, the two principal and most weighty of which are, first, the insuffi-

ciency of the endowment fund; and second, the slowness which characterizes its completion.

This fund is of the utmost importance to the life and development of the kindergarten. It is the vital sap of its growth and the anchor of its safety. It is the solid rock upon which alone it can rest securely as on a firm foundation and on which its very existence depends. Only an adequate endowment can furnish the little school with the motive power of its progress and with the main stay of its perpetuity. Until we obtain this safeguard we cannot free ourselves from a feeling of insecurity, nor from black visions of apprehension as to the future.

The total amount of money, which has been added to the permanent fund during the past twelve months, is \$11,500, and the balance which still remains to be obtained for its completion, is \$58,500.

In order to raise this sum we are again compelled to appeal to the public with all the earnestness that we can command, and with the most eager hope, that our plea in behalf of the little blind children may touch a responsive chord in the tender hearts of many of our benevolent and liberal-minded citizens.

The importance of the endowment fund has been repeatedly shown in these reports, and has been fully realized by a large number of cordial sympathizers and public-spirited men and women. These have contributed generously to the fund, and have labored zealously for its completion. Yet there are many others, who are favorably disposed toward our enter-

prise, and who would undoubtedly have their hearts warmed to deeds of beneficence, could they see the helpless little ones, who appeal powerfully though unconsciously to all beholders, and should they obtain a clear knowledge of the work actually done at the kindergarten.

Has not the time come for us to begin a systematic canvass for soliciting funds and to try with all possible diligence to enlist in the cause of the little blind children the active interest of those, who can be of service to it?

If the stanch friends and stout champions of the kindergarten should take concerted action, it will undoubtedly be productive of substantial results and will pave the way to the accomplishment of its highest purposes. Emerson says:—

One thing is for ever good :
That one thing is success.

This precious boon of success, so greatly valued by the sage of Concord, and which according to Smiles "treads on the heels of every right effort," is by no means beyond our reach. Verily we are not very far from it; but unless we put forth our best energies we cannot possibly win it. We must continue to labor for it with a patient, persisting and unyielding enthusiasm, unwearied by toil, undeterred by drudgery, undaunted by disappointments. We must not be appalled at the sight of the immense difficulties

which we have to encounter. The greater these are, the higher our spirit must rise to meet and overcome them. If it be necessary for us to try to move heaven and earth for the purpose of insuring the perpetuity of a little paradise, in which scores of blind children live on the fruits of kindness and parental care and thrive physically, intellectually and morally, let us not hesitate to do this. Let us determine to summon to our help all our forces and resources, and they will come.

Still shine the grand heavens o'erhead,
Whence the voice of an angel thrills clear on the soul:
"Gird about thee thine armor, press on to the goal."

By earnest appeals and unremitting striving we will finally succeed in building and endowing an institution, which will be a perennial source of good to the blind, a psalm of praise to the benevolence of Boston and a noble monument to the liberality of Massachusetts.

WHO WILL HELP US TO WIPE OUT THE DEBT?

The amount of \$16,475 remains still unpaid.

Methinks, he should the sooner pay the debts.

SHAKESPEARE.

The debt incurred two years ago for the erection and equipment of the new buildings is still pressing grievously upon us. There has been but very little progress made towards its discharge.

One of the friends of the kindergarten, the late Henry Saltonstall, volunteered to contribute \$2,000 towards the removal of this troublesome burden provided the trustees would undertake to raise the balance. As the requisite number of donors could not be secured within the prescribed time, the offer was forfeited; but Mr. Saltonstall sent in lieu of the sum mentioned a chèque of \$1,000 towards the payment of the debt. Later on he ascertained from our treasurer, Mr. Edward Jackson, the corporate name of the institution with a view of leaving a bequest to it, but he died before his intention was put into a concrete form.

A second donation of \$1,000 was received for the same purpose from one of the earliest helpers and constant benefactors of the blind, Mrs. J. Huntington Wolcott. To this benevolent lady we owe a tribute of lasting gratitude for many kindly and generous deeds. When we were struggling to obtain the necessary funds for the purchase of a lot of land and the erection of the first building, it was this beloved friend of the little sightless children, who came voluntarily to our assistance, and who, in addition to her own liberal contributions, raised the sum of \$4,613 by means of a fair, which was held in the drawing rooms of her mansion in Beacon street.

Through these donations and a few small contributions, the amount of the debt, which remains unprovided for, has been reduced from \$18,500 to \$16,475.

It is needless to repeat the statement made twelve

months ago, that this burden is too heavy to be carried for an indefinite period of time, and we ought not to be allowed to go through another year with such a ponderous load resting upon us. It hangs like a murky cloud over the kindergarten, and is a hindrance to its growth and a standing menace to its prosperity. By absorbing nearly eight hundred dollars per annum in the form of interest, it preys unsparingly upon our revenue,—which has already suffered marked shrinkage and is far from being sufficient to cover current expenses,—and increases the gravity of the financial condition of the infant institution. Freed from this debt, the kindergarten will make more rapid progress and may be expected to fulfil without drawback its sacred and beneficent mission.

May we hope, that a strenuous and systematic effort will be made for the speedy removal of this incubus?

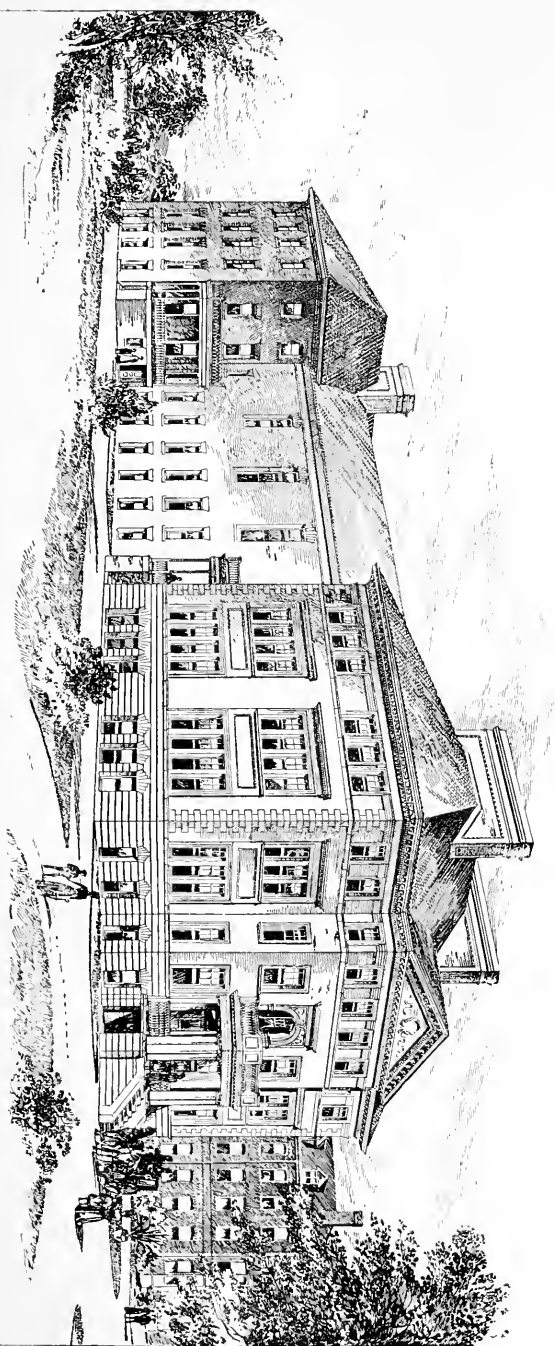
Who will help to relieve us from it?

INCOMPLETENESS OF THE MAIN BUILDING.

Build on and make your castles high and fair.

LONGFELLOW.

The auspicious hope of finishing the main building, which has been fervently expressed in previous reports, has not yet “ended in joy.” Its realization has again been deferred. No steps have been taken for the consummation of a wish, which has for some



MAIN BUILDING OF THE KINDERGARTEN FOR THE BLIND. (As it will appear when completed.)



time past been uppermost in the hearts of the friends of the kindergarten. No regular effort has been made to obtain the necessary funds for the construction of a building, without which the reorganization and readjustment of the scheme of the education of the blind on a broader and more comprehensive basis is impossible.

The necessity of the completion of this edifice is too obvious to need demonstration. It is this structure that will supply more than all the others the needful force for the invigoration, development and expansion of the infant institution, and give to it life, power, impulse and the means of growth.

Is it expecting too much to hope, that the matter will soon attract the attention and enlist the interest of some wealthy persons, who will undertake to pay the cost of carrying out the excellent plans, which have already been prepared with great care and good taste by an able and skilful architect, Mr. Walter R. Forbush, and which are now ready for use?

Buildings of various kinds are constantly presented to all sorts and grades of educational institutions for seeing children and youth. Why should not the like spirit of munificence be shown toward the sightless?

Thus far no message of encouragement nor order to proceed with the work of building has been sent to us. Nevertheless we cannot but hope that sooner or later some of the tender-hearted friends and generous benefactors of the blind will combine together and supply the means for the erection and equipment

of an edifice, which will be an enduring monument to themselves and a magnificent temple to humanity.

AUXILIARY SOCIETY IN WORCESTER.

Saints will aid if men will call :

For the blue sky bends over all.

COLERIDGE.

In the early spring of 1894, Mrs. M. F. Pratt, together with a few other ladies of Worcester, Massachusetts, became interested in the kindergarten and expressed a wish to see something of the work of the infant school. These philanthropic women were desirous of arousing in the mind of the public an interest similar to their own and further, to take such steps toward this end as would result eventually in promoting the welfare of the infant institution.

To advance this two-fold object the Worcester Woman's Club, an organization of four hundred members, took the matter in charge and proposed that an exhibition should be given under its auspices, by the little blind children. The invitation which was subsequently extended to the kindergarten was readily accepted, and the date of the entertainment was fixed for Wednesday, April 4th.

The day proved to be unpropitious,—snow alternating with rain in a very disagreeable manner. But, notwithstanding the inclemency of the weather the twenty-four children with their teachers found an audience filling Memorial Hall to overflowing and

made up of the most intelligent and cultured citizens of Worcester.

The entertainment lasted only an hour and included readings from books in raised print, poetical recitations and music both vocal and instrumental. The audience proved to be not only in full sympathy with the young performers, whose sad misfortune lent pathos to the scene, but also most pleasantly enthusiastic over each of the various exercises. The tiny musicians in the kinder-orchestra were heartily applauded as was also the musical exercise which consisted in naming the notes and chords struck upon the piano by the teacher. Other musical numbers on the programme were duos for piano and violin, and a chorus sung by the girls of the primary class. The recitations included a bright little selection entitled "What a Bird Thought," which was given by Leon Younge, a kindergarten pupil whose home is in Worcester,—and Bryant's poem, "Robert of Lincoln," which was recited in concert by four girls.

Willie Elizabeth Robin and Tommy Stringer each contributed to the entertainment by reading from an embossed book. Tommy's knitting work, with which he was occupied during the earlier part of the hour, served to show the ease and skill which he had acquired in using his hands. Moreover the intelligent manner in which his task was performed bore testimony to the mental benefit which he had derived from the training in sloyd. Tommy was led to the

front of the platform and a book was put before him. As the fingers of his left hand rapidly followed the line across the page, his right hand was used to communicate with his teacher by means of the manual alphabet. Willie Robin read in the same manner and in both cases the teacher interpreted to the audience what the child said with its fingers. Willie has made considerable progress in learning to speak. She is delighted to use this means of communicating with those about her, and it was good to see her pleasure in reading a short selection aloud.

A brief account of the education of these two children followed this exercise and an earnest appeal was made for financial aid to carry on the kindergarten as the infant institution is open to the blind of New England.

The wise and helpful friends of the little sightless children did not suffer the interest which had been aroused to fall into abeyance, and after an interval of a few days only they decided to make an effort to organize an auxiliary society. An announcement of their desire to do so resulted in the expression of a wide-spread interest in the matter, and at a public meeting held on the 14th of April an auxiliary ladies' aid society was formed. The organization elected the following officers: President, Mrs. A. M. S. Butler; treasurer, Mrs. John E. Day; secretary, Mrs. E. D. Thayer. Within a few weeks the sum of \$100 was sent to the treasurer of the Ladies' Aid Society, Miss Olga Gardner, and an equal amount was recently

received by the director. This, in brief, is the history of a movement the results of which will be of great benefit to the kindergarten.

May we hope that most of the leading cities and towns in our commonwealth and many in other parts of New England will organize similar branches?

SLOYD COURSE IN KNITTING AND SEWING.

Every knotty point and problem
That you bravely master now
Will increase skill to labor
With pen or with the plow.

GOLDEN DAYS.

The necessity of providing the best and most efficient methods of manual training for children under eleven years of age led to a careful study and a close investigation of all sorts of handiwork, which promised to supply the means for bridging over the gap which existed between the kindergarten and the schools of intermediate grade. Among the various educational exhibits at the World's Fair in Chicago there was one which seemed to embody the ideas I had desired to see expressed in tangible form. It was sloyd applied to knitting and sewing. This system impressed me so favorably that I decided then and there to give it a fair trial.

The first step which I had to take for the accomplishment of this purpose was to find a competent instructor, and I was fortunate enough to secure the services of Miss Anna Molander, from Finland, who

possesses superior talents and qualifications. She is deeply imbued with the spirit of her profession and thoroughly experienced in its practice. She entered upon the work with great zeal, and it was through her exact knowledge, keen intelligence and ardent enthusiasm that this branch of manual training was successfully introduced into our school.

Miss Molander has taught in the public schools of Helsingfors for twelve years, and during a large portion of this period, she has also held an appointment as teacher in the institution for the blind of that city. In 1892 she was granted a leave of absence for two years, and came to America for the purpose of study and travel. She spent the greater part of the first year at the school for the blind in Janesville, Wisconsin, where she taught knitting and sewing. It was here that she conceived the idea of arranging a system of her own. In September 1893 she came to the kindergarten where she labored untiringly to put into operation the primary sloyd course as it now exists. As Miss Molander was obliged to return to Finland at the expiration of her leave of absence, she very kindly volunteered to fit one of our teachers for the position, which she was under the necessity of abandoning. Miss Laura A. Brown, little Tommy Stringer's special tutor, was chosen by Miss Molander to become both her pupil and assistant. Miss Brown has proved herself to be well adapted for the place, and under her charge the classes in sloyd are making good progress.

It is of the utmost importance that the work should be carried forward in a systematic way and that the course should be completed. For the attainment of this end Miss Molander cheerfully consented to prepare the following plan of pedagogical sloyd in knitting and sewing, which is truly admirable both in matter and form, and will doubtless be of great service not only to schools for the blind but to those for seeing children and youth.

A New Pedagogical Sloyd-Method in knitting and sewing for primary classes in institutions for the blind, public and industrial schools.

BY ANNA MOLANDER.

General Notes.

The time required to accomplish these Sloyd series perfectly is: 10 hours a week in schools for the blind; 5 hours a week in public schools and industrial schools; with the following number of pupils in each class: in schools for the blind, 8 pupils in the class; in public schools and industrial schools, 25 pupils in the class.

Good hours should be granted for the pedagogical sloyd, not the last hours of the day when the pupils are tired.

Instruction in plane geometry should run parallel with the instruction in pedagogical sloyd during the third and fourth years, in order to give the pupil a clear idea about the right shape of their work.

Knitting should be taught one year earlier than sewing.

KNITTING.

Though sewing is generally considered as a more important art than knitting, the latter is nevertheless of greater importance as a pedagogical subject. If knitting and sewing are taught simultaneously it will soon be seen how much greater interest the pupils take in the former. When knitting needles and a ball of wool have been put into the hands of the pupils and they see a pair of baby socks, for instance, growing out of these materials by their endeavors, they get an impression that they are creating something out of almost nothing, and thus acquire a love for their work which inspires them to go on creating more and more. But if they have a piece of cloth given them from which they are to cut out and sew an apron, their childish minds cannot comprehend this work so well, because the *shape* of the apron remains much the same all the time, whereas the knitting grows larger and larger. It is the *growth*, the advancing condition in the shape of the knitted work that charms the mind of the children and increases their natural desire for activity.

An observing sloyd teacher can judge much better of the character of her pupils from the knitting than from the sewing. Their very manner of holding the needles and drawing the thread reveals original differences of disposition; and as they go on building up their pieces of work by knitting row after row of the yarn, their own character becomes so impressed upon the work that the teacher would be easily able to tell the owner of each article even though no name were affixed.

One of the most important rules, when knitting is taught for educational purposes, is to hold the *thread* over the *left* hand. The advantages of this new way, compared with the

old fashion of holding the thread with the right hand, are the following :

1. It gives equal motion to both arms.
2. It is not so straining for the muscles.
3. It is more comfortable because the old habit of gathering the work into the right hand will be out of the question.
4. The making of large articles can be much more easily accomplished.
5. The children take more interest in it because they learn it more readily.
6. The knitting becomes more even in this way because the thread runs smoothly ; while if the thread is held in the right hand it is sometimes pulled tightly and sometimes loosely.
7. The work can progress faster.
8. The position looks better.
9. The position is more healthful because more natural.

All these nine advantages — and probably more — can be gained by holding the thread over the left hand ; while not one reason can be proved valid for holding the thread with the right hand.

FIRST YEAR'S COURSE.

Standard I.

1. To make a chain from very coarse twine using the fingers only.
2. Plain knitting ; made from very coarse twine with two thick wooden needles.
3. Plain knitting ; made from gradually finer twine with two bone needles.
4. Plain knitting ; made from still finer twine with two very coarse steel needles.

5. The same knitting; more narrow.
6. Plain knitting; made from very coarse woollen yarn with the same coarse steel needles.
7. The same knitting; more narrow.
8. To start knitting (*i.e.* to "cast on" stitches).
9. To make a chain with a crochet needle.
10. To "bind off" knitting.

Applications.

1. Skipping rope. Sled rope. A pair of reins : Standard I, 1.
2. Work bag: Standard I, 2. Handle for the work bag: Standard I, 1.
3. Scrubbing mitten : Standard I, 2.
4. Duster bag: Standard I, 3.
5. Letter bag : Standard I, 3.
6. Bath mitten : Standard I, 4.
7. A pair of slippers : Standard I, 4.
8. Napkin ring : Standard I, 5.
9. School bag: Standard I, 4. The handle: Standard I, 5.
10. Bag for children to carry their rubber balls in : Standard I, 6.
11. Cover for a footstool : Standard I, 6.
12. Button bag : Standard I, 7.

Special Exercises.

1. When commencing a new row the pupils must take care not to pull up the loop from the last stitch in the row below, as that would make an extra stitch.
2. To begin again at the middle of a row : if the knitting is put away before all the stitches on the needle are finished,

care must be taken when the work is resumed to teach the pupil to take the needle from which the thread is hanging in the *right* hand, which is exactly opposite to the method pursued when commencing a row. Otherwise it might happen that he would knit back from the middle of the row instead of completing it.

3. To wind a skein into a ball.
4. To hold a skein.
5. To ravel knitting carefully.

Notes for the Teacher.

Knitting should be started on two needles held closely parallel; then, when the stitches are all cast on, one of the needles should be taken out. This will make the stitches looser and easier to knit, and prevent the starting edge from drawing.

The teacher should observe that pupils are not to be taught how to cast on stitches until toward the end of the first year. The reasons are as follows:

a. It is too difficult for small beginners; they would become discouraged and lose their pleasure and interest in the work.

b. It would make them careless in their work during the first year because they would think themselves able to rectify poor work by starting again. The young child would also frequently ravel out the knitting merely from a desire to try to cast the stitches on again. But if the starting edge is the teacher's work, the small pupil will consider it more important and consequently be more careful of it.

By the second year the child has acquired so great an interest in the growth of his work that these small troubles do not exist for him.

SECOND YEAR'S COURSE.

Standard II.

1. Plain knitting ; made from woollen yarn with two coarse steel needles.
2. The same knitting ; more narrow.
3. Plain knitting from soft cotton yarn.
4. One row plain and one row seam ; made from very coarse twine with two thick wooden needles.
5. The same knitting ; made from gradually finer twine with two bone needles.
6. The same knitting ; made from twine with two very coarse steel needles.
7. The same knitting ; made from very coarse woollen yarn with the same coarse steel needles.
8. The same knitting ; more narrow.
9. The same knitting ; from finer woollen yarn with the same steel needles.
10. The same knitting ; more narrow.

Applications.

1. A scarf : Standard II, 1.
2. Baby skirt : Standard II, 1. Trimming for the bottom : Standard I, 7.
3. Wash cloth : Standard II, 3.
4. Handkerchief case : Standard II, 1. The trimming : Standard II, 2.
5. Travelling bag : Standard II, 4. Handle for the bag : Standard I, 5.
6. Newspaper bag : Standard II, 5.
7. Clothes brush pocket : Standard II, 6.
8. A little laundry bag : Standard II, 6.
9. Holder : Standard II, 7.

10. Cap : Standard II, 1, 8.
11. Hood : Standard II, 9.
12. Pencil case : Standard II, 10.

Special Exercises.

1. To make knots.
2. To pick up dropped stitches in plain and seam knitting.
3. To take stitches off from one needle to the other.

Note for the Teacher.

As the common steel knitting needles usually have too sharp points for the tiny fingers, the teacher should rub the needles against a stone before giving them to the pupils.

THIRD YEAR'S COURSE.

Standard III.

1. Rib knitting, made from twine ; three stitches plain and three seam. An *even* number of stitches should be started on the needle.
2. The same knitting from woollen yarn.
3. Rib knitting, from twine ; three stitches plain and three seam. An *odd* number of stitches should be started on the needle.
4. The same knitting from woollen yarn.
5. Block knitting ; each block to be three stitches in width and four in length.
6. Block knitting ; each block to be four stitches in width and five in length.
7. Basket knitting.
8. Plain knitting ; on three needles in order to learn how to pass over corners.
9. Plain and seam knitting ; on three needles.
10. Knit two pieces together.

Applications.

1. Hair brush case : Standard III, 1.
2. Pair of bed shoes : Standard III, 2.
3. Sporting bag : Standard III, 3. The handle : Standard I, 5.
4. Eye glass case : Standard III, 4.
5. Letter bag : Standard II, 6; Standard III, 3, 5.
6. Egg napkin (to keep boiled eggs warm) : Standard III, 5.
5. Trimming : Standard II, 2.
7. Baby's jersey : Standard III, 5. Trimming : Standard II, 2.
8. Pair of slippers : Standard III, 6.
9. Lamp mat : Standard III, 6. Trimming : Standard III, 5.
10. Baby's cape : Standard III, 7.
11. Sponge bag ; from twine : Standard III, 8. The handles : Standard I, 5.
12. Duster ; from soft cotton yarn : Standard III, 9.

Special Exercises.

1. To join threads.
2. To pick up dropped stitches in plain knitting.

Notes for the Teacher.

It is better to let the pupils practise every new stitch or pattern with twine before beginning with woollen or soft cotton yarn, because it can be more easily learned in that way.

The teacher should do all the sewing necessary to finish these articles until the pupils have advanced so far in sewing as to be able to do it themselves without too much effort.

FOURTH YEAR'S COURSE.

Standard IV.

1. Rib knitting. Two stitches in each rib. Start with such a number of stitches on the needle as, divided by two, gives an *even* number for quotient.
2. Rib knitting. Two stitches in each rib. Start with such a number of stitches on the needle as, divided by two, will give an *odd* number for quotient.
3. Rib knitting. One plain and one seam with an even number of stitches.
4. Rib knitting. One plain and one seam with an odd number of stitches.
5. Moss knitting. An *odd* number of stitches on the needle.
6. Moss knitting. An *even* number of stitches on the needle.
7. Narrowing at the edges.
8. Double narrowing at the middle of a row.
9. Widening.
10. Narrowing and widening on the same piece.

Applications.

1. Shopping bag: Standard IV, 1. The handle: Standard IV, 2.
2. Fan bag : Standard IV, 2.
3. Pair of baby's shoes: Standard IV, 3. Standard III, 8, 10. Trimming: Standard I, 7.
4. Card bag: Standard IV, 4, 5.
5. Watch pocket: Standard IV, 5.
6. Baby's muff; very coarse woollen yarn. Standard IV, 6. The string: Standard II, 8.
7. Baby's cap: Standard IV, 5.

8. Baby's jacket : Standard IV, 6. Trimming : Standard III, 5.

9. Toboggan cap : Standard III, 7. Standard II, 1. Standard IV, 7.

10. Pen wiper ; from very coarse woollen yarn : Standard IV, 8.

11. Purse : Standard IV, 8.

12. Glove case : Standard IV, 10.

Special Exercise.

To pick up dropped stitches in pattern knitting.

Note for the Teacher.

The finer steel needles should not be given to the pupils too soon. It will be best to use only the very coarse ones until the end of the third year. Even during the fourth year the coarse needles should be used whenever a new step is to be taken.

SEWING.

FIRST YEAR'S COURSE.

Standard I and II on canvas and cloth. Applied knowledge of Standard I on canvas.

SECOND YEAR'S COURSE.

Standard III on canvas and cloth. Applied knowledge of Standard II on canvas, and of Standard I and II on cloth.

THIRD YEAR'S COURSE.

Applied knowledge of Standard III on canvas, and of Standards I, II, and III on cloth.

Patching and darning on coarse stuff.

Standard I.

First, all five kinds of stitches on coarse canvas ; then the same on finer canvas.

1. Running stitch.
2. Single back-stitch.
3. Double back-stitch.
4. Basting stitch.
5. Gathering stitch.

On coarse cloth.

1. Basting two selvages together.
2. Basting turned edges.
3. Sewing two pieces together with single back-stitch.
4. French seam.
5. Gathering. The pupil must first make a crease in the cloth for a guide by which the gathering may be kept straight.

At each step the pupil should be taught how to join threads.

Applications.

A bag, with the selvage at the top. A coarse thread or cord for the draw string: Standard I, 4, and 1, 2 or 3 and 5.

Standard II.

First, all five kinds of stitches on coarse canvas ; then the same on finer canvas.

1. Limited overcasting, (*i.e.*, overcasting done *within* not *on* the edge of the cloth.)
2. Overcasting an edge.
3. Overhanding.
4. Hemming.
5. Felling.

On coarse cloth.

1. Folding, basting and sewing a hem.
2. Sewing two pieces together with overhanding.
3. Sewing two pieces together with a felled seam.
4. Hem. Square corner.
5. Hem. Mitred corner.

Applications.

1. Towel: Standard I, 4. Standard II, 4.
2. Pillow case: Standard I, 4 and 3. Standard II, 3, 2 and 4.
3. Doll's skirt: Standard, I, 4, 2 and 5. Standard II, 5 and 4.
4. Bureau scarf, with square corners: Standard I, 4, and Standard II, 4.
5. Tray cloth, with mitred corners: Standard I, 4, and Standard II, 4.

Standard III.

First, all five kinds of stitches on coarse canvas; then the same on finer canvas.

1. Limited button hole stitch.
2. Button hole stitch over edge.
3. Chain stitch.
4. Cross stitch.
5. Cat stitch or Herring bone stitch.

On coarse cloth.

1. Button holes.
2. Thread-buttons, and how to sew on buttons.
3. Sewing on hooks and eyes.
4. Sewing on tapes and loops.
5. Sewing gathering into a band.

Applications.

1. Towel, with loops: Standard I, 4, and Standard II, 4.
2. Aprons: work apron and child's apron: Standard I, 4, 2 and 5. Standard II, 2, 4, 5. Standard III, 2, 4.
3. Drawers, skirts and other articles of clothing, combining all three standards.
4. Tray cloth: Standard I, 4. Standard III, 5.

MRS. BENJAMIN S. ROTCH FUND.

I count this thing to be grandly true,
 That a noble deed is a step toward God.
 Lifting the soul from the common sod
 To a purer air and a broader view.

J. G. HOLLAND.

In the early part of last summer one of the firmest friends and most liberal supporters of the cause of the little blind children, Miss Edith Rotch, sent us a chèque for \$5,000, which amount is to form a permanent fund in the name of her mother, the late Mrs. Benjamin S. Rotch, as an abiding memorial of her devotion to and her large-hearted interest in the kindergarten.

This munificent gift was received just in the "nick of time" and was most welcome. It came like a ray of light and comfort through the clouds of anxiety which were growing thicker and darker every month, and was acknowledged as follows:

SOUTH BOSTON, May 22nd, 1894.

My very dear Friend:—Your most welcome favor of the 21st instant, enclosing two chèques,—one for five thousand dollars

(\$5,000.00) for the endowment fund of the kindergarten for the blind in memory of your mother, and the other for twenty-five dollars (\$25.00) for the support of little Tommy Stringer,—is just received, and I really do not know how to express my sense of profound gratitude to you for this new token of your warm interest in the cause of the little sightless children. Indeed words are powerless to characterize adequately a deed like this.

I use no exaggerated form of speech in saying, that in the death of your beloved mother and my dear and most highly esteemed friend the blind of New England lost one of their munificent helpers and most generous benefactors. Mrs. Rotch was by nature in perfect sympathy with every enterprise aiming at the amelioration of the condition of afflicted humanity, and it was peculiarly fortunate that her revenues enabled her to translate her noble impulses into achievement and to transmute her benevolent desires into deeds. From the inauguration of the movement for the establishment of the kindergarten down to the time of her death, she was one of the most liberal and constant, as she was also one of the first contributors to the treasury of the infant institution, and the various sums given by her from time to time, added to the munificent memorial gift which I have just received at your hands, will form a monumental fund, which will be known for all time to come as the "Mrs. BENJAMIN S. ROTCH FUND."

Thanking you from the bottom of my heart both for your royal generosity and for your tender attachment to the kindergarten and its beneficiaries, and wishing you a most pleasant voyage across the ocean, a delightful stay abroad and a safe return home, I remain,

Ever your grateful and devoted friend,

M. ANAGNOS.

The contributions which Mrs. Rotch herself made at various times to the endowment of the kinder-

garten amounted in all to \$3,000. This sum added to the memorial fund brings it up to \$8,000.

Mrs. Rotch was one of those exceptionally noble and liberal spirits who made the community of Boston what it is, and her death deprived many an educational and philanthropic enterprise of a true friend and an unfailing supporter. The benevolent sentiment was so strong in her that to mention distress in her presence was to invoke relief, which was almost too sure to come. The following words of the poet may be applied to her case with peculiar fitness: —

Her charity did every need embrace;
 The shy and timid feared not to address her;
 With loving tact she rightly filled her place,
 While all who knew her prayed that heaven might bless her.

The value of Mrs. Rotch's benefactions was always enhanced by the kind words of encouragement and cheer with which she accompanied them. Once after giving me without any hint on my part one thousand dollars for the new building of the kindergarten, she answered my expressions of thankfulness and gratitude with this significant remark: "It is a great pleasure to me to aid such a cause as yours. Whenever you are badly in need of the sum of three or four hundred dollars and you find it very hard to obtain it, don't worry yourself to distraction. Come to me and you shall have it." We have never had the opportunity of availing ourselves of this offer. Mrs. Rotch

had invariably anticipated the wants of the kindergarten, and gave her share for their supply.

The severity of the bereavement which had befallen Mrs. Rotch's family in her death was intensified by the decease of her eldest son, Mr. Arthur Rotch, who died suddenly last summer in the prime of life, and in whose demise the profession of architecture has lost one of its most highly valued members, and the city of Boston one of its brilliant sons. He combined artistic taste and talent of no common order with a generosity that contributed greatly to the advancement of his calling. His memory will be cherished by the lovers of the artistic and the beautiful everywhere.

DEATH OF PROMINENT FRIENDS OF THE SCHOOL.

Now is the stately column broke,
The beacon-lights are quenched in smoke.

SCOTT.

During the past two years death has removed from our midst many of the special friends and most generous benefactors of the kindergarten, notably among them Rev. Andrew Preston Peabody, D.D., John Sullivan Dwight, Right Reverend Phillips Brooks, D.D., Mrs. Benjamin S. Rotch, Mrs. Richard Perkins, Miss Charlotte Maria Haven of Portsmouth, New Hampshire, William R. Robeson, Edward Motley, John Felt Osgood and others.

Dr. PEABODY was ever deeply devoted to the interests of the kindergarten. He was active, efficient

and at the front in every movement, which had for its object the advancement of the cause of the little blind children. His sympathies were broad and far-reaching. He was a familiar figure in our community, where he was greatly beloved and held in the highest esteem for his virtues and good deeds. He was a genuine gentleman in the best sense of that word—a truly just man. Although quiet and unassuming in manner, he was a forcible speaker and always made a favorable impression upon his hearers on public occasions and upon those who had the pleasure of meeting and conversing with him in private. Whatever affected the welfare of society in general or of the blind in particular interested him in a pre-eminent degree. His conscientious and prompt attention to duty was unfailing. He was loyal to every relation, true to every obligation and faithful to all trusts. His benign influence was felt by every one who was brought into contact with him. He lived to good purpose and has left behind him a monument of arduous labor and high achievement, which will last. He bequeathed to the world a rich legacy,—a shining, spotless, elevating example. His aim was to teach men the art of living nobly, of laying the foundation of substantial character. Who shall estimate the value of a life like this? Dr. Peabody, though dead, yet speaks. For—

When a true teacher dies,
 For years beyond our ken,
 The light he leaves behind him lies
 Upon the paths of men.

Mr. DWIGHT was one of the best, truest and most loyal friends that the little blind children have ever had. His attachment to their cause was proverbial. He was devoted with his whole heart and soul to its promotion and was ever ready to serve it both by his versatile pen and by word of mouth. The success of the kindergarten was a source of unalloyed joy to him. In many respects he was an exceptional man. In reviewing the remarkable qualities of this dear friend, in recalling his artistic gifts, his intense love of what was high and beautiful, his scorn of what was low and base, his cheerfulness, unvarying in good and evil times, his desire for true progress, one is impressed with the fact, that after all his noblest characteristic was his *good will toward man*. He did not call himself a philanthropist, but who that ever saw that fine face, beaming with kindness, or heard that full, generous, joyous voice, unchanged even in his latest years, could fail to feel that he was a true friend of man? What good object, what generous or progressive measure ever failed to elicit his sympathy and his aid? His interest was as keen as that of a child, his pleasure as full and unquestioning. On the other hand, when he disliked anything, whether it were a Wagner opera and a noisy electric car, or a political iniquity, he disliked it simply, heartily and utterly. All children were his friends and he loved them; but with those among them who were deprived of sight his heart beat in such a warm sympathy that he could not do enough

for them. His disposition showed that he was an admirable combination of sweetness, serenity, firmness and sunshine. There was something in his mind and character larger and broader, with less admixture of anything petty or unreal and affected, than it has been often my fortune to meet. In this respect he was precisely like his dear friend and associate Dr. Peabody. One was naturally attracted by his modest demeanor; his bright, genial smile; his pithy, elegant sentences, and his cheery greeting. There was nothing in the least deterrent or formidable in him. The description which Tacitus gives of Agricola was true of him: "*Nihil metus in vultu; gratia oris supererat. Bonum virum facile crederes, magnum libenter.*" May his life be to us a perpetual benediction!

We see him as he moved,
How modest, kindly, all-accomplished, wise,
With what sublime repression of himself,
And in what limits and how tenderly!

Both Dr. Peabody and Mr. Dwight took a most profound personal interest in my work, and were ever ready and glad to encourage me, to hold up my hands in every undertaking for improvement and reform and to respond to my calls upon them for advice and assistance. "Take them for all in all, we shall not look upon their like again." In my intimate relations with these rare men I often had occasion to see their innate nobleness, the depth of their sympathies, the wealth of their natural endowments, and

their loftiness of purpose, and I should be doing violence to my sense of gratitude and to the spirit of filial affection and reverend admiration which pervades me, should I fail to put on record my very highest appreciation of their kindness, their devotion to duty, their exemplary unselfishness, and the tenderness of their feelings.

The kindergarten has sustained a very severe loss in the death of another great and good man, the late protestant episcopal bishop of Massachusetts, who was one of its constant friends. PHILLIPS BROOKS counted it a privilege as well as a pleasure to join in our work for the little blind children, and his earnest, inspiring words are among its most precious legacies — words of encouragement and cheer, of faith and hope and fervent appeal. His eloquent address given at the opening and dedication of the first building, — “this earliest garden for the blind,” — showed his hearty interest in the plan and purposes of the infant institution and his confidence in their early development. The rich fruitage of this child’s garden he saw with prophetic vision even then as he spoke very earnestly of “the good work that is to be done in it by-and-by; of the ignorance to be enlightened; of the dull and torpid faces to be quickened; of the intellects to be brightened; of the accumulated experiences which are to come to young souls; of the meeting of man and knowledge, the human mind and intelligence, — the two noblest things that God made here on earth.” From time to time he visited

the school and saw the gradual fulfilment of this prophecy. Rejoicing over the opening buds as they blossomed out under the warmth of sympathy and love, he said: "We want to lift up our hearts in thankfulness for what God has enabled us to do for these children here, and feel that he will enable us to see in the future a brighter and richer progress and fulfilment of this delightful charity."

The late Mrs. RICHARD PERKINS was ever a warm friend to the blind, and rounded out a life full of kindly, active sympathies and generous deeds by bequeathing to educational and benevolent organizations the greater part of a large property, of which the kindergarten received ten thousand dollars.

Another great bereavement has befallen the kindergarten in the death of Miss CHARLOTTE MARIA HAVEN of Portsmouth, New Hampshire, a valued and faithful friend and constant helper. From the earliest organization of the infant institution down to the last day of her life, Miss Haven's heart and purse were open to its needs. She never failed to make liberal annual contributions and to induce others to do likewise; but her left hand was kept ignorant of what the right one was doing. The following words of Tinnevaluva, a Hindu bard, taken from Whittier's translation, are peculiarly applicable to her case:

Who gives, and hides the giving hand,
Nor counts on favor, fame or praise,
Shall find his smallest gift outweighs
The burden of the sea and land.

The kindergarten has been favored with hosts of true and devoted friends. Among these Miss Haven occupied a very prominent place, and her memory will ever be blessed by the little sightless children and their helpers.

Mr. ROBESON is held in loving remembrance for the deep interest which he took in the cause of the blind. He was distinguished for his unquestioned integrity, sound judgment and manysided benevolence. The cordiality of his manner, the breadth of his sympathies, a certain quality of genuineness, and his capacity for profound thought made intercourse with him very delightful and uplifting. To use Tennyson's words, his was

A soul

So full of summer worth, so glad,

So healthy, sound, and clear, and whole.

Mr. MOTLEY, another friend and liberal giver to the kindergarten, has left us during the past year. He was a man of high aims and charitable deeds, and his voluntary contributions to the funds of the little school came regularly every year. The pleasant memories of his personality are cherished by all who knew him, and he is mourned as an upright citizen, a loyal friend, a true gentleman and an honorable business man.

The late JOHN FELT OSGOOD of Salem, was a generous and just man, kind, warm-hearted, high-minded; a faithful servant of the cause of humanity; a steadfast friend to the blind, and a habitual contributor to

the funds of the kindergarten. To exercise benevolence was not only a duty but a pleasure to him, and it may be recorded with gratitude, that his widow is thoroughly imbued with his spirit of philanthropy, following in his footsteps and emulating his deeds of generosity.

There is a tenderness of feeling that comes over me and a sadness of thought that overwhelms me as I remember these dear friends, who did all in their power to aid the kindergarten, some watching over its interests with great care and others helping to supply its wants with unstinted liberality. Let us hope, for the sake of the little blind children as well as for that of the community at large, that new men and women will rise to fill the places left vacant by these departed saints, for, to use Goldsmith's expression,—

Ill fares the land, to hastening ills a prey,
Where wealth accumulates and men decay.

OUR GENEROUS FRIENDS AND BENEFACTORS.

'Tis a brave army,
Full of purpose.

SHAKESPEARE.

Although death has made during the past two years a sad havoc in the circle of the warm friends and steadfast supporters of the kindergarten and has taken from among us those whose loss seems wholly irreparable, yet, I am happy to say, the ranks of the

chivalrous champions and generous helpers of the little blind children are kept exceedingly well filled. It is truly delightful that the helpful and the good who continue to take a profound interest in the infant institution are so numerous as to "form an army."

At the head of the column of this grand philanthropic army of royal benefactors and munificent donors stand the names of Miss Helen C. Bradlee, Mrs. Warren B. Potter, Miss Ida M. Mason, Mrs. William Appleton, and Mrs. J. Huntington Wolcott, followed by those of Mrs. Nathaniel Thayer, Sr., Mrs. Annie B. Matthews and daughters, Miss Sarah M. Fay, Mr. William Endicott, Jr., Miss Edith Rotch, Miss Ellen F. Mason, Mr. and Mrs. George W. Wales, Mrs. Joseph N. Fiske, Col. Henry Lee, Miss Sarah B. Fay, Mrs. William W. Warren, Mr. Joseph B. Glover, Mrs. Elisha Atkins, Mr. and Mrs. Francis C. Foster, Miss Adele G. Thayer, Mrs. John C. Phillips, Miss Anne P. Cary, Mrs. J. H. Thorndike, Mrs. Charles Faulkner, Miss Fanny M. Faulkner, Mrs. Mortimer C. Ferris, Miss Mary E. Ferris, Mr. Henry Woods, Mrs. James Greenleaf, Mrs. Helena M. Kent, Mr. George F. Parkman, Mr. John Foster, Mr. C. W. Amory, Mr. Otis E. Weld, Mrs. J. Arthur Beebe, Mrs. Charles E. Ware, Miss M. L. Ware, Miss Elizabeth S. Fiske, Mrs. M. Abby Newell, and a host of others too numerous to be named.

These generous-hearted and open-handed benefactors have indissolubly linked their honored names with the history of the foundation and progress of

the kindergarten and have contributed very freely and amply to its success, most of them of their abundance, but a few of their smaller store. Their benefactions have been as unfailing as the sunlight and as vivifying and invigorating, and I can assure them, that from the seed which they have planted in love and sympathy will spring joy, strength and energy, ever fresh, blooming year after year in this garden of childhood and flourishing more and more in the fields of human activity as time goes on.

In this connection I cannot refrain from paying a just and merited tribute to the generosity and devotion of Mrs. William Appleton, who is unquestionably one of the kindest friends and most constant helpers of the little blind children. When the movement for the establishment of the kindergarten was inaugurated, Mrs. Appleton's attention was attracted by it, and she at once became deeply interested in it. From that day to the present she has been a most liberal giver of her money, of her time, her strength, her services and the use of her residence. She never fails to make every year large contributions to the funds of the infant institution and also to assist in furtherance of every undertaking bearing upon its advancement. Her donations amount in all to \$9,700. She has not only herself given with lavish generosity but has endeavored to interest others to do likewise. It is indeed true, that —

Sweet promptings unto kind deeds —

form a dominant element in Mrs. Appleton's nature and constitute one of the main springs of her thoughts and actions.

WILLIE ELIZABETH ROBIN.

She is as good as she is fair.
None — none on earth above her!
As pure in thought as angels are,
To know her is to love her.

S. ROGERS.

Since the publication of our last account of Willie's development, this "lone star" has continued to rise steadily in the horizon of intelligence and beauty and to shine with an enduring splendor. Her progress has been remarkable in almost every particular. She has grown both in body and in mind with great rapidity, and has become one of the comeliest, brightest and most attractive children known to us.

Willie has been a regular member of the primary class in the girls' department, and her training has been carried on in a simple, systematic and rational way. She has made excellent progress in every study and occupation, with the exception of arithmetic, and has become quite proficient in reading, writing, elementary zoölogy, articulation and knitting and sewing according to the sloyd method. She has also enriched her vocabulary with the addition of many new words.

Willie is being brought up in a sensible, natural manner. There is nothing artificial or unduly ex-



WILLIE ELIZABETH ROBIN.



citing in the influences which surround her. Her development may be likened to that of a lily of the field rather than to that of a tropical hot-house plant. She lives no more under a strain or pressure of any kind than does a young, healthy tree which grows freely in the open air under the care of a skilful gardener. She is unquestionably a child of decided originality, and none of the usual methods of appealing to the memory or of pouring into the brain streams of knowledge of all sorts and descriptions has been allowed to nip in the bud or drown this precious gift; on the contrary, we have endeavored not only to shield from injury this rare quality of the little girl's mind, but also to foster and unfold it in strict accordance with Froebel's methods. The results in this direction are truly marvellous.

Although hopelessly shrouded in the black shadow of double affliction, Willie is light-hearted and mirthful, scattering sunshine around her. She is as happy as a bird and as frolicsome as a lamb. Her spirit is joyous and serene, and her soul is filled with visions of morning and the song of the lark. She never desponds, nor is she disturbed by gloomy thoughts and morbid feelings. Cheerfulness is a dominant feature of her nature, and it serves as a master-key with which she unlocks the doors to a life of gladness, peace and contentment.

Knowing through my correspondence, that a large number of teachers, thinkers, men of letters and students of science and psychology watch with unabating

interest the mental and spiritual development of this remarkable girl, I again asked my esteemed friend, Miss Laura E. Poulsson, to write a full account of the education of Willie during the past year, as well as of that of little Tommy Stringer. She graciously consented to do this work, and I at once placed in her hands all the journals, notes, letters and memoranda relating to the cases of the two children. By sifting these materials with scrupulous care and using them with consummate skill and unexcelled diligence, Miss Poulsson produced a narrative, which is admirable in every respect and does a great credit to her industry, her love of truth and accuracy, her literary taste and her uncommon ability in putting facts together in a simple and attractive manner. Here is Miss Poulsson's account.

Among the "big girls" now in the primary department at Jamaica Plain is the blithe and winning creature, Willie Elizabeth Robin, whose name and personality are so well known to the community of Boston and the readers of this annual report. Nearly four years have elapsed since she was first brought to the kindergarten, and she is now a finely grown, beautiful child of ten, with an education which could almost vie with that of a normal child of her age. The familiar story of the journey with her mother from Texas, of her admission to the kindergarten through the philanthropy of the board of trustees, of her total blindness and deafness and ignorance of language, needs no re-telling. But the unfolding of her three-fold nature,—physical, mental and spiritual,—as each year passes by, gives something fresh to chronicle and awakens anew our thankfulness and wonder

That Willie stands on such an excellent physical basis (exclusive of her deprivations) is of great advantage. Her health is uniformly good. She is active in play, fond of gymnastics and extremely sensitive in the three senses which remain to her, of touch, taste and smell. The last one, in especial, is very acute. She quickly distinguishes odors of food which are almost imperceptible to others, and there have been several curious instances of her perception of persons by the same sense. The following are true renderings of certain incidents as given in her teacher's note book :

Willie was about to retire when one of the children (Amy) came to the door of Willie's room to speak to me. After Amy left, Willie, who had been standing in the middle of the room, said: "Amy must not come to my room after the bell rings; she will wake up the girls. No! not nice." I asked her how far into the room Amy came. "She didn't come into the room;— only to the door."

While Willie was in the sloyd class today Miss —— came in to speak to Miss Molander. After she had passed out, Willie said: "Is Miss —— here?" As she had then gone, I said "no;" but Willie said: "I smell her."

When we were in the reading class this morning a little boy came up on the veranda and looked in the window. He was so very quiet that none of the children who could hear knew that he was there; but Willie stopped in the midst of her reading and said: "Sidney came to the window and looked in. He came up from the walk and looked in the window." The window was closed and she was sitting on the other side of the room. The boy's father came into the school-room a few days later, and as soon as Willie knew he was there she said: "Two yesterdays, Sidney came and looked in the window. Why did he come?"

The circumstance of her discovering the little boy is inex-

plicable. It seems too improbable that she should have perceived and known him by the sense of smell, but what other solution is more probable?

In addition to good physical health Willie has fine mental ability, which enables her to overcome to a surprising degree the obstacles besetting her path. She is fond of her lessons and makes satisfactory progress in them, though she fails to find much attraction in arithmetic and does not succeed so well in that study as in others.

Miss Smith, her present teacher, gives account of her advancement during the last school year as follows :

IN READING Willie has finished the sixth reader. When she is asked questions about what she has read, she answers intelligently in her own words. Fewer explanations of words are now required, and frequently, when a word previously explained occurs, she stops of her own accord and tells its meaning, sometimes by speech and sometimes by action.

IN WRITING Willie forms the letters well, produces a neat-looking page, and has improved greatly in punctuation. She has written several letters, simple and childlike in manner as heretofore, but with more ease and of greater length.

ARTICULATION. So free has Willie's power of articulation become that she strongly prefers using her tongue rather than her fingers. She talks much and rapidly with the other girls out of school hours, and this militates seriously against distinctness; but diligent effort is put forth, in the hour devoted to the articulation lesson, toward inducing her to speak slowly, distinctly and naturally. A short portion of the same hour is spent in learning to read the lips.



WILLIE E. ROBIN WITH TWO OF HER SCHOOLMATES.

IN ARITHMETIC Willie can add, subtract, multiply and divide numbers up to 100. She has studied weights and measures, first concretely and then abstractly, and has a very good idea of fractions. By means of a clock with raised figures, given her by her devoted friend, Mr. Whiting, she has become expert at telling time.

ZOÖLOGY. Willie is much interested in the study of animals and when examining them goes into minutest details. The method pursued is to give her the animal (alive or stuffed) to feel of, and have her tell all she can discover about it; then, after a few days' study and talk on the subject with the teacher, to have her represent the animal in clay, and, a day or two afterwards, write down what she has learned. Generally her account is interesting and comparatively complete.

SLOYD. In this class the kindergarten and primary grades are taught crocheting, knitting and sewing; chiefly knitting, however. Willie delights in the sloyd hour,—sits quietly and works well. Like the other children, she also enjoys working out of class. She knits both evenly and quickly, can "cast on" stitches and "bind off," knit "seam" and "plain," "rib," "block" and "moss" patterns, and has made a pen-wiper, a pair of slippers, a holder, a handkerchief case, and a pair of socks.

GYMNASTICS. Willie enjoys her gymnastics exceedingly, and is very accurate in following commands and making the movements correctly. She is agile in climbing the rope and ladder, and has improved greatly in her marching. It has always been difficult for her to keep in step with the others, but now she often goes around the hall several times without breaking step in the least.

To summarize, it may be said that Willie's standing in all her classes is excellent, and that with the exception of articulation, all her school work is done in connection with the regular classes of the primary department.

There are many little incidents which happen in connection with Willie's every-day and school life which, though falling under no special classification and bearing no important witness to her development, are nevertheless of interest. Trivial as these incidents may be, they will at least give pleasure to those who care to follow the child's career ; for they reveal between the lines many phases of her character, —a character so strong as to call for the most judicious guidance, while at the same time of such openness and sweetness as to draw all hearts to love her.

Like Tommy Stringer, Willie has an unflagging interest in nature study, especially zoölogy. The pleasure of having such a creature as the stuffed baby tiger for manipulation, or of being regaled with the story of a mountain lion while Miss Johnson is telling it to the rest of the girls, she considers entrancing. Her eager questions manifest attention and understanding, and her earnest, lit-up face is beautiful to see. The expressive beauty of the child's face is brought out much more strikingly, however, when she is sharing a conversation on higher themes, wherein, for instance, questions of love or duty awaken her thought. There is a sacred fascination in watching the play of mind and soul upon her mobile features. Each delicate fleeting change can be traced, and the deeper impress of noble feelings plainly seen. The world might then be challenged to show a sweeter sight.

One day an oriole's nest was given to the zoölogy class to examine. When Willie's turn came she devoted close attention to it, feeling it outside and in and probing to the very bottom, whence she drew forth the desiccated head of a fly

with the accompanying observation "the bird eats flies." Little escapes her sensitive touch when she is bent on a thorough search.

At another time each child was provided with a cray fish from which she was to learn all she could by touch alone, without receiving any suggestions from teacher or fellow pupil. The result was to be written down and handed in as a special exercise preliminary to the regular class study of the object. The subjoined is Willie's list of observations:

It has eight arms and two legs and a tail and two eyes it has an body it lives in the water. The body is hard and the arms and the legs are not strong, they are soft.

WILLIE.

In walking by Jamaica Pond a few weeks later she asked if there were lobsters in it. When told that lobsters lived in salt water and that Jamaica Pond was of fresh water, she said: "The cray fish lives here."

About the monkey's paws she stated: "Something like ours. It has finger nails."

In reproducing the story of the silkworm and its cocoon, as a review of a lesson which she had been reading, she succeeded beyond the anticipations of her teacher, as the lesson had been quite difficult. In the midst of her story she turned to her teacher and asked who taught the silkworm how to make a cocoon. Being told that it knew how by instinct, she said: "That means God taught it. God does not like to have the men kill them. No! No!"

Two rats were caught in a trap and brought by the janitor to Miss Johnson, who saw in them an unusually good opportunity to give the older children an educational treat. So after screwing up her own courage to the point of handling the creatures, she gave them to the children to examine, and

the little girls were delighted at the indulgence of such an extra lesson on a rainy day. Willie made a thorough investigation of the rodents,—pulling open their mouths to find the teeth, feeling of the eyes, nostrils, etc. She was the first to penetrate into the animal's mouth though several of the children had looked at the rats before her.

Miss Johnson has a limited number of live creatures which she keeps as helps in her teaching of zoölogy, and among these is a baby alligator whose teeth are as yet too soft for him to do any harm. One morning Willie visited Miss Johnson in the school-room to inquire after the welfare of the pet alligator. She asked several questions about it: "Why does he stay in the water? Why does he have stones in the water?" After answering her inquiries, Miss Johnson allowed her to continue the study of the alligator while she herself returned to her writing at the other end of the room. Hearing repeated sounds from the alligator, however, she thought she had better see what Willie was doing, and found Miss Robin fearlessly holding the poor creature on his back with her hands tightly clasped about him. The result of this morning's visit showed when the alligator became the subject of the class exercise in clay modelling. Hers was the best of all, the scales being represented almost perfectly;—showing that she had used her extra opportunity of investigation to good purpose.

Willie's reading introduced her to the words biped and quadruped. She took an aversion to the former term, saying: "Not nice to be a biped!" and objected strenuously against having it applied to persons.

She does not fancy oysters and took no interest in the zoölogy exercise when they were to be studied. Making them in clay caused absolute rebellion. She dallied and shirked and pleaded in evasion: "I am too slow to make

oysters and I don't like them." Further pressure called out the belligerent declaration "I won't try!" to which was added: "Miss Johnson must not give me oysters to make, because I do not like them. No! it is not nice."

As an offset to this account of misdemeanor on Willie's part, who will not enjoy the following naïve application of ethics to arithmetic which she made? She was having a review in fractions and her teacher asked: "Which would you rather have,— $\frac{1}{5}$ of something very nice, or $\frac{1}{4}$ of it?" " $\frac{1}{5}$," said Willie. Thinking naturally that the child considered $\frac{1}{5}$ the larger, the teacher questioned cautioningly; "Which is greater,— $\frac{1}{5}$ or $\frac{1}{4}$?" " $\frac{1}{4}$," rejoined Willie promptly. "Well then, which would you rather have,—the larger or the smaller?" "The smaller," answered Willie, "*because I don't want to be selfish!*"

Willie's "way of putting things" is irresistible sometimes in its forcefulness or comicality. Speaking of a small fellow-pupil, who had forgotten to perform a certain duty committed to her, Willie said: "No! she must not forget. She has a *mind!*"

Being ill enough to be kept in bed one day with a severe cold, Willie received frequent bedside visits from her teacher. At one of these visits Willie greeted her with a lugubrious countenance, saying: "I want to go to heaven," pointing upward as she said so. Upon being questioned as to why she wished to go to heaven, she answered: "Because I cannot breathe nicely." "Oh," said Miss Smith, "you will be better tomorrow morning." "No," said Willie dolefully, "I am a little dead now."

We all know the odor which sometimes clings about poetic and picturesque old homesteads. Willie hit this off epigrammatically by saying: "This is a long-ago house. It smells of long ago!"

Some visitors in the gymnasium asked to see Willie just as she happened to be putting on her boots in great haste. When she was told that there were visitors, it was with the expectation that she would greet them in her usual pretty and polite manner; but she astonished Miss Smith by bursting out with unconventional truthfulness: "No, I thank you. I must hurry!" adding breathlessly when remonstrated with about being rude: "No! I hope not. How do you do? I must hurry! I cannot stop!" It is hoped that the visitors' sense of the ridiculous was sufficiently appealed to, to enable them to see the funny side of the little girl's treatment and pardon it. She meant no discourtesy in her heart. It was simply but very emphatically a bad case of "not at home."

After having been rather rough in her treatment of one of the little girls during a play hour, Willie entered the writing class suffering from a guilty conscience, which evidently troubled her very much by holding up her bad conduct continually before her. She was at work on a letter to Mrs. Whiting but made only fitful progress, and finally said: "I cannot write. I am afraid I shall tell Mrs. Whiting that I was naughty!" Persevering, however, Willie did succeed in finishing the letter, though it consumed the writing hour of another day, during which she stopped to heave a labored sigh and say: "It is much thinking!" The letter *was* an unusually long one.

Willie's feelings seemed to have worked havoc quite frequently in writing class, for under another date we find her bemoaning: "I cannot write, because I am so inquisitive;" the trouble then being that she had a consuming desire to know what it was which had been in her teacher's hand and which she had not been allowed to see.

Writing in itself is naturally less interesting to the blind

than their other lessons. It is more of a task because, working with an ordinary pencil on the smooth surface of the paper, they get no tangible result and thus lose the spur of conscious achievement. It is dull work to plod along, shaping laborious angles and drawing vertical lines, when it is all, as it were, "writ in water," leaving for the blind children no trace which they may discover again.

Willie's "I-want-to-know" is not often displayed under the guise of inquisitiveness, and it is a valuable trait for her to possess, since it keeps her on the lookout for the meaning of new words and expressions, and explanations of new experiences and objects. The following simple little chat with Miss Johnson shows how she challenges new words when they occur in conversation. Willie had not been very well during the day and Miss Johnson went up to visit her in the evening as she lay in bed. Miss Johnson touched Willie's hand in greeting, whereupon Willie smiled and said: "Miss Johnson," after which the conversation began:

"How are you this evening?"

"I am very well."

"I am glad you are recovering." [Miss Johnson likes to use new words when talking to her, to see what she will say.]

"What does that mean?—recov—" [trying to articulate the word recovering.]

"Recovering means getting better."

"Yes. Why did you not come to see me this morning?"

"I was busy, and could not spare the time."

"What does *spare* mean?"

"I had no time when I was not busy."

"Yes. When you did not see me this morning, did you say to Miss Smith 'where is Willie'?"

"Yes, I asked for you at breakfast time and was told you

were not well, so I knew afterward why you did not come to class." ·

"You knew I would come to class if I was well."

"Yes, indeed."

"I will come to class tomorrow. I will be well tomorrow."

Willie then went on to ask what the girls did in class, and so forth. Before ending the conversation Miss Johnson managed to use the word "recovering" again. Willie accepted it without cavil, having evidently come to a clear understanding of its meaning.

Conservatism, always a strong characteristic of this little maiden, still crops out. She scents danger and upheaval in any deviation from the beaten track, and innovation is her bugbear. When a change of teachers was necessary, owing to the marriage of Miss Thayer, she quite resented the advance which Miss Smith endeavored to introduce in her arithmetic by dispensing with counters and using abstract numbers in the customary operations. "No! No!" said Willie, "you are not allowed! No! I know you are not allowed!" She felt indeed that "a new ruler had arisen in Egypt who knew not Joseph." Was everything familiar and well-regulated about to be turned topsy-turvy in this uncomfortable manner? She feared that she had fallen on evil days when she was denied her useful counters and required to calculate without their aid. However, encouragement came soon. The number lessons were often such as to win praise in spite of these hard conditions; and after an unusually successful lesson we hear of her measuring her head with her hands, thinking to find evidence that her brain had grown in consequence. Her latest imagination (one can scarcely call it by so prosaic a word as estimate) was, that her brain had grown five inches!

Size and age continue to be highly interesting topics to Willie. Her first questions about other children are "how old" and "how big," but she has learned to use a polite restraint in this regard toward her elders. She was much embarrassed on one occasion when she asked the age of a very small adult person, thinking it was a child. "I thought,—I thought it was a little girl," she said over and over, with uneasy yet laughing insistence.

When about to write home to her mother some time after the birth of a baby brother, she remarked: "I will ask how much my brother Rob weighs. He did weigh 16 lbs., but he grows."

Recalling scenes of the past during a day spent with her friend Miss A. Emily Poulsson, she asked: "Do you remember the baby at Clark's Island? That baby must be two years old now, for I was eight then and now I am ten."

Talking with her teacher one evening she told of a friend who was fifty-seven years old, and said: "She is so old, you [meaning even you, a teacher, a person in authority,] must mind her."

During the day's visit just referred to at Miss Poulsson's the little girl was very sweet and bewitching, being full of happiness and on the "qui vive" for jokes. Miss Poulsson and she had long talks together in which "do you remember" introduced many a sentence on the child's part. She had lively memories of Clark's Island, Fayville and Springfield, where they had been together, and also of her previous stay in Miss Poulsson's house. She read aloud from a book in raised print, played "Hide and Seek" with great gusto, was highly amused at the slow and awkward attempts of a couple of young ladies to learn the manual alphabet under her instructions, chattered like a little magpie, and bore about a face beaming with the utmost joy and affection

throughout the day. When she began to realize that the time to go was approaching, she made known her reluctance by declaring with expressive crookedness: "I haven't been here every time long enough!"

A faithful loving heart beats in this little one's breast and the thought of the dear home in Texas with father, mother, Mattie, Bonnie and Baby Robert, is seldom long absent. She often talks of them and frequently asks when she can make another visit home. She wishes that her father and mother, sisters and brother, and uncle and cousins could all come to live in Boston. "I am afraid they will forget me. I am afraid I will not remember them if they do not come to see me." Every day brings with it the hope of a home letter, and when she meets the postman the question is always ready: "Where is my letter from my mamma?" Her recollection of the events of her visit home, two years ago, is very clear, and she likes to talk about it. Indeed the memory of her first coming to the kindergarten with her mother still lingers in her mind, and she quite surprised Miss Johnson one day by the questions she asked and reminiscences she gave about herself and the kindergarten people at that time.

When the kindergarten closed in June Willie was most hospitably received in the summer home of Mr. and Mrs. Albert T. Whiting at Hingham, and there spent the whole of her long vacation. Every care and pleasure that their affectionate hearts could devise was lavished upon her, and she thrived in health and spirits. She is very fond of these devoted friends, and almost all the articles worked over so faithfully and with so much interest in her sloyd class have been offered at their household shrine.

The cat and kittens at Hingham came in for a large share of her attention and caused her much diversion. She always

grows attached to the pets of a place, whatever they may be; and when she was taking leave of the Hingham pussy, she put her mouth to its ear and said: "I am going to school now. Good bye." Her teacher asked her if she thought the cat understood; to which Willie replied with the utmost confidence: "Yes, a little. All cats do a little."

Willie's correspondence is carried on in two ways;—sometimes through letters dictated by her to her teacher, and sometimes (the latter with growing frequency, of course) through letters written laboriously by her own hands. It is very natural that there should be a noticeable difference in the two kinds of productions. The first method furnishes a comparatively free medium, while the second hampers the young correspondent considerably. The same discrepancy exists between the dictated letters of a normal child and the results of its entirely independent writing. All the letters here appended are of the latter kind.

HINGHAM, July 5, 1894.

DEAR MAMMA:— I am having a nice time with Mamma Whiting and Papa Whiting. I gave the dolls a ride I played with the kitty. Her is Lilac have a nice play room. please write to me are my sisters good I send my love to you and papa and sisters and brother

Your loving little girl

WILLIE.

HINGHAM, Aug. 18, 94

DEAR SISTER BONNIE:— I was very glad to have a letter from you. Is your doll all right. My doll was broken last summer. We went to ride to the beach yesterday. I would like to see you. with much love to all your loving sister

WILLIE.

DEAR SISTER MATTIE:—We are going to see Mrs. Hadley [her former teacher, Miss Thayer,] on Thursday. I am glad that you like the beads [These were some beads which she had strung and sent as a present.] I have a box of blocks I play with them. Are you having a good time in Throckmorton I am in Hingham I send my love to you. Good bye From your loving sister

WILLIE.

HINGHAM, July 11th 1894.

MY DEAR MISS JOHNSON:—I was glad to receive your letter I am having a good time with Mamma Whiting and papa Whiting I have a nice play room, I had twenty presents [on her birthday]. Mr. Anagnos has not come down to see me yet. We go to ride to the salt water I play with the kitty her name is Lilac I have three cats and three kittens I send my love to you Your little friend

WILLIE.

HINGHAM, Sept. 19th 1894

DEAR MR. CLEMENT:—I went to Marshfield last week to the Fair I saw some ducks rabbits and hens We saw a black sheep lieing on the ground I am going to school tomorrow morning I had a letter from my teacher yesterday I dressed the kitten in the dolls dresses like your little girl I send her a kiss I would like to have her come to see me. With much love From your little friend

WILLIE.

JAMAICA PLAIN, Sept. 27, 1894.

DEAR MAMMA:—Why did you not write to me? What was my sister's name that died? I just received a letter from you and was pleased with it. Thank you for sending Robert's picture and my teacher thinks it is very cunning. How old is Robert? Please write me a letter and write it long and tell me what you are doing. Did you forget how to talk with your fingers? I am talking with my mouth very much, all the time. My teacher will

write to you very soon. I would like to have you live in Boston near me with my sisters and brother and papa. There are twenty five little girls in school. A lady who came here a little while ago gave me a new doll and it can shut its eyes. I would like to have my sisters write to me again. I will write to my papa soon. Please tell the little girls I am coming next summer. I send my love to them. Goodbye, from your little girl

WILLIE.

Composition writing is a part of Willie's training. Three of those written during the past year are given to furnish an idea of what is attempted and accomplished in this direction.

Composition written in honor of George Washington's birthday.

George Washington was born on the 22nd of February, in Virginia, in 1732. His father gave him the hatchet to play with. He went out to cut the cherry tree then his father was willing. [She seems to have missed the familiar point in the immortal anecdote!] George Washington had a white pony. He wanted to go away to sea to be a sailor but his mother was not willing. His father died when he was eleven. He fought with the English to save this country. The soldiers said to come and be the first president. He is called the father of his country because he did so much for the American people and they love him. They made the monument after he died.

Reproduction of a reading lesson.

One very hot day a lamb go a distance to get water. A wolf taking a walk saw the lamb and wanted him for his supper. The wolf said, "why did you make the water so muddy?" but the lamb said, "No, I did not do it because it runs from you to me." The wolf told the lamb he used insulting words about him six

months ago, but the lamb said, "No, I was not born six months ago. The wolf said, "Well, I do not care, so I must eat you."

Willie's "original story," entitled "Nellie Bard," is largely reproduced from her Fayville life in 1893.

Nellie Bard.

Nellie goes to school, and she has a sister named Florence, she played with Florence with their carriage and two dolls. Nellie has a brother named Fred. They live far away in Louisiana. They have a box of blocks. Nellie and Fred and Florence must go out to play to ride in their little wagon. They went to ride with their mamma and papa to see their friends named Miss Cora and Miss Annie, Saturday to stay until Monday. They went home to their house to school. Nellie and Florence took their dolls out to play and their brother played with his drum.

With these must close this year's report of the development of this most interesting child. Pathetic as is her condition, it has many mitigations,—not the least of which is the freedom which she has attained in the use of spoken language. By this means she has a much wider avenue of communication with her fellow-mortals and a much speedier utterance of her thought. She loves to use her hardly-obtained powers, and seldom lapses into manual speech unless it is unavoidable. She will repeat her words very patiently, and if it is suggested that she should use her fingers, she will make still further attempt, saying: "I will talk very nicely so that you can understand."

It is Willie's sweet philosophy to rejoice over the powers and privileges we possess, and not to sadden ourselves with the contemplation of our woes. Therefore for us whose soft hearts grieve over all that the dear child misses in life, she





TOMMY STRINGER.

would doubtless have some such message as she sent to the little girl in Hingham who cried with sorrow over her plight :
 "Tell Belle not to cry about me, for I am perfectly happy."

Miss Effie J. Thayer, who has served with acceptance as special teacher to Willie for three years, resigned her position on the 1st of January 1894 and has since married. She has been succeeded by Miss Marion G. Smith.

TOMMY STRINGER.

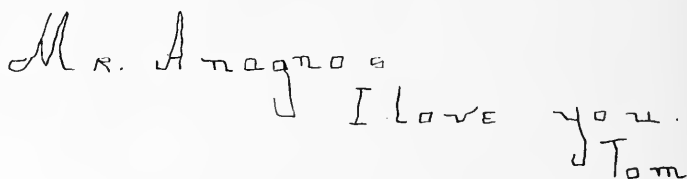
Doubt not so long as earth has bread
 Thou . . . shalt be fed.
 The Providence that is most large
 Takes hearts like thine in special charge.

EMERSON.

The change which has taken place in little Tommy Stringer since his admission to the kindergarten is truly marvellous. Three years ago when he was sent to us from Pittsburgh, Pennsylvania, with a scanty supply of clothing, he was a mere mass of vital clay, —feeble, helpless, inert, apparently without much intelligence and devoid as it would seem of most of the ordinary impulses of young creatures. Through the parental care and special training which he has received under the roof of the infant institution he has been transformed into a fine boy, instinct with life and spirit, active and sprightly, abounding in good nature and not wanting either in obstinacy or in mischievous propensities.

Tommy is full of eager curiosity concerning the world about him and inclined to secure to himself a full measure of enjoyment from his surroundings. He is bright, affectionate, extremely fond of fun, always on the alert and up to all sorts of roguish pranks. His physical and mental development is equal to that of pupils of his own age.

With the assistance of his teacher Tommy keeps up with the other children in their studies, and in most of them he is at the head of his class. He has just learned to write quite legibly with a pencil, and among the most precious autograph letters in my possession there is a laconic one which is the result of Tommy's first unaided attempt at epistolography. I insert here a *fac-simile* of this note as bearing convincing testimony to the fact, that the work of rescuing the little boy, which began well three years ago, is steadily progressing and leading toward his entire emancipation from the bonds of intellectual torpidity and moral darkness.



Mr. Anagnos
I love you.
Tom

Tommy is taught to use oral speech, but he is not able as yet to converse save with his fingers. He articulates a number of words, however, with marked distinctness and in a tone which is more natural than

that of any other child similarly afflicted who has come under my observation. But, to quote Whittier,—

One like him to lisp a name
Is better than the voice of fame.

Both Willie and Tommy have hosts of faithful friends and constant helpers in Boston and the neighboring towns, as well as in many other places. The story of their education being as it is widely read excites the sympathy and enlists the interest not only of grown-up persons but of a large number of boys and girls, and especially of those among them whose tender feelings and generous impulses are judiciously fostered and nurtured by wise and discreet parents. Among many others, the children of Mr. Anthony P. Ralli of New York, (a member of the world-renowned commercial house of Ralli Brothers,) on perusing last spring the report of the kindergarten, became so deeply attached to Willie and Tommy that they sent them a gift of twenty-five dollars. May the tiny philanthropists, taught thus early in life to share their pleasures with the less fortunate members of the human family, learn the great lesson, that—

True happiness, if understood,
Consists alone in doing good.

Miss Laura E. Poulsson has known Tommy from the time of his admission to the kindergarten, and the

story of his wonderful progress is delightfully and vividly told by her in the following pages.

On Sept. 19, 1893, Tommy returned to the kindergarten after a delightful summer spent at the home of his teacher, Miss Brown, in Wrentham. The freedom with which he was allowed to roam about the farm, the pure country air, wholesome food and abundance of fruit, all helped to make him strong and active. He was interested in everything and everybody, and greatly enjoyed following different members of the family as they went about from one duty to another. He helped in gathering and preparing the vegetables, and took an interest in them throughout the whole course of cooking, even holding the handle of the kettle or saucepan sometimes while its contents were boiling. At dinner he always wished to be served from the dishes he had helped to prepare. It was his delight to assist (?) in making pies, rolling out cookies, setting the table, and so on. The barn, his old place of interest, maintained its charm, though his nervous fear of horses and cows has not yet been fully overcome. Sometimes, when Dobbin was in his stall, Miss Brown and Tom would pay him a visit with a nice basket of apples, cornhusks, or whatever might be the equine delicacy of the day. Tom would not dare to feed the horse himself but would surrender the basket to Miss Brown, push her gently forward, and then, when he afterwards felt in the basket and found it empty, he would laugh, make the motions of eating and say "horse." Before starting out on a drive he generally asked to see the horse, and took great pleasure in patting his side, but could not be induced to feel of the legs or feet. Occasionally Tom's courage would rise high enough for him to venture patting the cows' heads through the openings of their stalls; but

the daring feat would cause him to call out "cows! cows!" so vociferously that the bossies became as frightened as himself. However, he made an attempt at milking before the summer was over, which proved that his fear had lessened, though he always took good care to keep the person of his instructor in the art of milking well between himself and the cow during the operation.

A swing and hammock had been placed near the house, but not near enough for Tom to find his way to them alone. Kindness prompted invention, and a communication was effected by rigging a high wire, with an iron ring running on it, to the desired tree, and attaching to the ring a cord which Tom could easily reach. By this means he could guide himself to the swing and return when he chose.

In one of his adventurous roamings, Tom thought he would follow the course of the stone wall. Unfortunately he stepped into a hornets' nest and was badly stung on legs, hands and face. His friends did what they could for him, but Tom wanted to go at once to the pump where he laved his wounds in the cool water till the furious pain subsided. He had the idea that a cat was responsible for his hurts, and cried out "cat! cat! cat!" this accident thus increasing his fear of that animal. His teacher showed him a dead hornet and tried to convince him that such little creatures had stung him; but he found it difficult to conceive of these diminutive insects as the cause of his great pain.

On his return to Jamaica Plain Tom was promoted into the regular kindergarten classes to pursue the course as far as possible with the other boys. His day's programme consisted of the following :

A.M.

“ Morning Talk ” and Writing.

Gift.

Sloyd.

Gymnastics.

Articulation.

P.M.

Reading and Number Work.

Occupation.

Evening Reading (by the teacher.)

All was progressing finely. Tom had been much interested about beechnuts, acorns, chestnuts and horse-chestnuts in the “ morning talks ; ” had learned to crochet chain stitch and commenced to knit a bag in his sloyd class ; had made a good beginning in his other lessons, and was having the Ned and Beppo stories read to him by his teacher — when scarlet fever broke out in mild form and Tom was a victim ! He was established in a little building which had been fitted up for use in sickness, and placed in charge of a nurse. During his six weeks’ quarantine he missed the companionship of the teachers and boys exceedingly ; but he was very docile and not ill enough to suffer much. It must have seemed a great mystery to the dear little fellow that he should be shut off from all his ordinary associations, even with the kindest of nurses to care for him. His experience of the text : “ I was in prison and ye visited me,” was perforce a meagre one, for as he lay ill in bed his teacher could only communicate with him by rapping on the window. The jar caused by this was felt by the little invalid and responded to by radiant smiles and the spelling of her name. He was supplied with books, and, as his illness was slight, he read a good deal ; so that although he lost in

the practice of giving out language, he gained some fluency in reading. At the end of about six weeks he was sufficiently convalescent to be sent to Wrentham to grow strong again. It was not long before he was toddling about the house in his old fashion, looking after the cooking, helping to set the table, trying his hand at wiping dishes, and so on.

One of his self-appointed tasks was the oversight of the cookey and doughnut jars and the supply of rolls and biscuits. If he came to the conclusion, after due inspection, that the stock was not sufficient to meet the probable demands of the next day, he would make the fact known with proper urgency. On a few occasions he took matters into his own hands; at one time having commenced to make a fine batch of biscuits by pouring the contents of the soda can into a pan of sour milk, and at another having started to brew a liberal portion of tea for the family supper. Inopportune discovery always foiled him in these ambitious undertakings, though he was eminently successful in some deeds of mischief, such as throwing small utensils out of the pantry window, putting soap down the pump, and so on. When Miss Brown went to Wrentham to see him (having been engaged in other teaching at the kindergarten during his illness), his housekeeping responsibilities were not laid aside even in the joy of greeting her. Evidently one of his thoughts was: "Another person at dinner—an extra leaf in the table;" consequently he manifested what was to Miss Brown a puzzling desire to gravitate toward the dining room. As soon as the time to get dinner arrived, up jumped Tom, pulled apart the table, fetched the leaf and put it in place. "Let us do honor to our guests and give them generous comfort!" would be Tom's motto as a householder.

Among the delights accorded to Tom at Wrentham was the privilege of playing with several articles of absorbing

interest, generally tabooed for children. The meat grinder was one, the apple parer another ; a little coffee mill, an old egg beater and the sewing machine continued the list. The meat grinder, however, carried off the palm, even though its charms were contested by so important a rival as a sewing machine ; for one was allowed to take the meat grinder to pieces and put it together again ! As it was composed of several small parts quite difficult to readjust, Tom's perseverance was put to a good test ; but he spurned all help and tasted to the full the satisfaction of achievement.

During the intervals of housekeeping and the study of mechanics Tom took time to finish the knitted twine work bag which he had begun in his sloyd class. He also read and re-read his book of "Little Stories," the first perusal of which absorbed him to such a degree that he could scarcely be induced to leave it even for dinner.

The stormy weather kept him in the house during most of his stay at Wrentham, but the gardening experiences of the previous summer were not forgotten. The first time he was taken outdoors he asked to see the corn and beans. The corn stubble and bean poles were all that could be shown him, but he seemed to acquiesce in such a state of affairs, feeling grateful perhaps that Jack Frost had left even these ungainly reminders of the luxuriant corn and beans.

It was not until Jan. 3, 1894 that Tommy was again regularly established at the kindergarten. At first it was a little difficult for him to settle down to his class work. He apparently felt somewhat like the boy who said that the time he most wanted a vacation was just after he had had one. But he applied himself bravely and was soon working in the accustomed ways. He was glad to see his special friends,—Fred, Charles, Lyman, Jimmy, and Guy. He threw his arms about Lyman and Jimmy of his own accord,

and kissed them. (At another time, meeting Fred after an absence, he actually cried for joy.) He called all the old boys by name, and asked the names of the new ones: but the new boys did not make much impression upon him; he would merely remark occasionally that So-and-So was "new." As it was near the first of January, Tom and Fred exchanged New Year's gifts; Tom receiving a pretty neck-tie and presenting in his turn the precious egg beater which he had been permitted to bring to town as one of his treasures.

The mantle of household care did not drop at once from Tom's shoulders on returning to a scholastic atmosphere. For several days he was quite uneasy when the vegetables were served at dinner,—spelling: "Down stairs! Down stairs!" designating that he wished to inspect the stock of supplies from which the vegetables came. So one day he was taken down to the storerooms, and was much gratified at the bounty there displayed. The barrels of sugar, crackers and oatmeal particularly pleased him.

It must not be inferred from these accounts of Tom's housekeeping interests that he is greedy or over-fond of creature comforts. He is a particularly generous child and delights in sharing with others. When an express wagon was to be bought for him he was taken into Boston to select it for himself. At the same time some bananas were given to him, and almost as soon as they were purchased Tom began to name the boys with whom he wanted to divide them. Again, at dinner one day, Lyman gave Tom three pieces of candy. Tom thanked the donor, gave one piece of candy to Miss Brown, one to Jimmy and ate the third himself. It made no difference in his desire to bestow when he found that his teacher and Jimmy each had candy already from other sources. "Throughout the summer," says Miss Brown,

"when Tom has had candy he has always offered to give some to those around him ; even on one occasion extending his generosity to the horse !"

Tom is not only ready in giving, but he has shown himself cordially grateful for the favors he receives. When he was in the country Miss Greeley sent him a little clock with raised numbers on the dial plate and the glass face removed, thinking he could learn to take care of it and to tell the time. He wound it regularly, had it in his room at night, and took the greatest pride and satisfaction in it. On returning to the kindergarten and seeing Miss Greeley, the first thing he did was to spell "clock" with his fingers and say "thank you" with his voice ; and often afterwards in meeting her he would greet her as freshly as at first with : "Clock. Thank you !"

That Tom is dexterous in the use of tools might easily be guessed from his skill in putting together the meat grinder and a spinning wheel which he had mischievously taken apart. Miss Greeley has a box of tools in her room and Tom is allowed to examine and work with them when he visits her. When he comes into the room he says : "Please give me the box ;" and then, permission being given, he will amuse himself for hours, only going to Miss Greeley to inquire the name of some tool or to ask if he may bore holes or pound nails into pieces of wood. He uses the hammer, gimlet and saw, can bore holes well and put in screws with the screw driver. Miss Greeley has added whittling to her other amateur lessons in the use of tools, and Tom took to the jackknife quite handily. Only one cut resulted from the first trial, and the average certainly does not fall below that !

During Tom's scarlet fever and convalescence, Miss Brown's services had been devoted to sloyd work under the guidance of Miss Molander, the special sloyd teacher. As it

was necessary for Miss Molander to return to Finland at the end of the year, and as Miss Brown showed much aptitude as a sloyd teacher, it was deemed important to have her continue in that department, putting Tommy under the care of a new teacher. The new teacher, Miss Conley, entered upon her duties Feb. 1, and has therefore had charge of Tommy during almost all that part of the school year in which he was well enough for study. Miss Conley's spirit and methods being much the same as those of her predecessor, little Tom's progress has not been hindered by the change. In fact, he and Miss Conley have accomplished a great deal in their six months' work. The following brief summary extracted from Miss Conley's record book, under date of June 26, will give an idea of the progress which has been made.

Tom has kept up with his class in all the gift and occupation work.

In the "morning talk" he has studied the fish; advanced to the higher grade of turtle, alligator, lizard and frog; and from these to the bird world, studying the robin, quail, duck, mud hen, hen, rooster, parrot, hawk, peacock, etc.; learning their characteristics and to distinguish each readily by the touch.

In writing he began by drawing vertical and then horizontal lines from one prick to another on paper, progressing from this to the use of the writing board, on which he learned to draw vertical and horizontal lines without having the pricks to guide him, and to combine them into right angles. He can now write six letters of the alphabet: i, o, a, c, d, b.

He has finished and reviewed "Turner's First Reader" and begun "The Little Ones' Story Book."

In number work, teaching by objects alone has been discontinued, and he can now add, subtract and multiply very readily with abstract numbers up to 25.

In articulation much time has been spent in drill on the long and short vowels and other elements of speech. The following are some of the words added to his vocabulary :—*dog, cat, cow, hen, horse, lamb, fish, beef, veal, pin, pink, wing, fork, spoon, paper, cracker, Fred, Charlie, Miss Greeley, Mrs. Davidson, Miss Conley, Mr. Fisher, Mrs. Fisher, Miss Wood, Dr. Brackett, Miss Carrie, soup, bread, butter, water, dinner, supper, bed, bad, good, no, one, two, three, four, five, six, seven, eight, nine, ten, not, cold, cornbread, sorry. What is it? It is hot (or cold). I will be good. May I go? Please give me a book. I am sorry I was a bad boy. I have been to walk. I have a new dog. His name is Beppo.*

The “morning talks” at the kindergarten are always of great interest and profit to the children and Tom enjoyed his share in them very much. During the past year the main subject has been back-boned animals, and the children have had models or actual specimens to examine. In the first talk about the fish, Tom was much interested in the back-bone, feeling it carefully from end to end and then passing his fingers up and down his own back-bone to show the correspondence. The fins of the fish seemed to possess a special attraction for him; and when the stuffed hen was shown him one day in connection with his reading lesson, he spread the tail out, moved it back and forth and spelled “fin!” On discovering the eyes, nostrils, mouth, etc. of the frog model he pointed to similar features of his own, and when he found joints in the frog’s hind legs he immediately began looking for the joints of his own body and found nearly all. Being questioned out of class about the fish, he spelled readily :

The fish has a back-bone.—The fish has fins.—The fish has a heart.—Fish swim [giving the motion of swimming that had been shown him.]

'Describing the duck from memory he said :

The duck has two feet.— The duck has webbed feet.— The duck has two eyes.— The duck has feathers.— The duck can swim in the water.

Tom learns much about nature in his walks. His investigating little fingers are busied with every stone, plant, and creature with which he comes in contact. He names the familiar trees, flowers, berries, nuts, etc. as he finds them, and has learned from the barberry bush, so plentiful in the Boston suburbs, to quickly avoid thorns. One day he came across a caterpillar on a stone wall. He knew at once what it was, and allowed it to crawl over his hand and arm at will, showing no fear but, on the contrary, the greatest delight. He has learned his way over quite a portion of the Jamaica Plain neighborhood, keeping his route by various little landmarks, though he is, of course, never trusted alone.

One day, in his reading lesson, the word "few" attracted Tom's attention. He paused, spelled it over again, and then spelled the word "dew," repeating each several times, and evidently enjoying the similarity in spelling quite as much as a person with hearing enjoys a rhyme. At another time the word "axe" occurred in his reading lesson. Immediately Tom was all animation and full of memories. He made his teacher understand,—eking out his scant language with explanatory gesture,—that an axe was for cutting wood, that it was kept in the cellar, and that Miss Brown had shown it to him.

Tom's powers of observation and memory show themselves in numberless ways. For instance, feeling in the mood a certain morning, he took up his rubber doll and put it through a performance of all the gymnastic exercises he himself had had in class, ending with some of his favorite kindergarten games, in which the teacher, doll and Tom

took part. At another time, wishing to give pleasure to Miss Brown after an absence, he went through a new set of gymnastic exercises in perfectly correct order, though he had only had them once in the gymnasium.

Apropos of gymnastics: — Once when Tom's teacher went to his room at bedtime to see if all was right for the night, she found Tom on his knees in the attitude of prayer, his arms flying about in the air. He was going through the movements "head backward bend! arms upward stretch!" and others. He had been to the side of his roommate's bed a few moments before and found him counting his beads; so it had entered Tom's head to invent a ceremonial of his own. Later, he hung his old watchchain on his bed post, in imitation of the rosary which hung upon that of his roommate.

Tom took his teacher's hand one morning, gave it a particular shake and said "Fred." The peculiar touch or motion was immediately recognized, though Miss Conley had never thought of noticing it before. Then, grasping her hand again and shaking it in an entirely different way, he said "Parker." This, too, was recognized as thoroughly characteristic of the person named.

Tom's clearness of mind displays itself in his arithmetic, of which he is very fond. His replies to questions regarding combinations of two or three numbers up to twenty-five are generally correct and prompt. His teacher reports a question given in one day's lesson: "I went to the store and bought twenty oranges. I gave Tom ten, and Fred six. How many did I have left?" To which the reply, "four," was given before she thought he had fully comprehended the question. Estimating distances, areas, weights,—measures of any kind — is one of his hobbies.

As a rule Tom is docile though slow; but his docility

sometimes gives way to freaks of obstinacy, and his slowness might often be not unfairly accounted for by laziness. Both these faults, however, are much less noticeable than a year ago. Then the attacks of obstinate resistance were frequent and formidable, and the slowness at times extreme. But with the greater mental awakening, greater power of expression, and more varied occupations, he is less difficult in disposition. Much effort has been expended toward getting him to realize that time and opportunities pass by, that each hour brings its duty. His pet clock with its raised dial figures has been a helpful little monitor; and the methodical bent of his mind has also helped in this direction.

His unwillingness to take the trouble to talk has retarded his progress in language, though he has made a fair advance during the past year. He is quick to seize ideas, however, which is a great help to his teacher. One entry in Miss Conley's diary is:

It is so hard to get Tom to answer questions. Today I said, "what have you been doing?" He replied: "I have been ——" then stopped, and only after three-quarters of an hour's waiting would he say: "playing with my cart."

At another time, knowing that he had been over to the girls' building, but wishing to make conversation on his return, his teacher asked: "Where have you been?" With a heavy sigh, Tom began to spell very slowly indeed. After a great tax of his listener's patience, he spelled: "I have been — Loring," hoping that the omission would be passed over and that he would be spared the exertion of forming the whole sentence. But finding that his teacher was paying close attention and being asked to repeat it, he said: "I have been to see Miss Loring." "When Tom came into

the kindergarten today at half past two," says another teacher, "I asked him what he had been reading about, but could get nothing from him except that peculiar smile which Tom puts on when he has made up his mind not to respond. Instead of allowing him to go right on with his regular work, I had him stand and wait, telling him that he might take his seat when he told me what I had asked him, which he did not do until four o'clock." The next morning when Miss Conley went to waken him, he spelled instead of the usual "good morning:" "The duck said quack!" which was what he had been reading about the day before. Finding that she did not understand him, he said again: "The duck said quack! Bad! Bad!" wishing to tell her his trouble of the day before. And later in the day as he met each of the teachers, he spelled at once: "The duck said quack!" as if trying to make up for his lack of readiness on the previous day.

Teaching articulated speech to children like Tom is a slow and arduous task; but very satisfactory progress has been made. His emission of voice is quite faint, but stronger than a year ago. Care is taken to encourage but not force it. He uses spoken words quite frequently, but his stock is as yet small. He can ask for almost all that he needs at table: "Please give me some bread — butter — potato — tomato —" etc., and addresses several people by name. When his teacher was occupied one afternoon, she gave him something with which to amuse himself. Having tired of the object, Tom went to her and said: "Please give me a book?" At another time, when he was reading, he came to the word rabbit. He knew there was a stuffed rabbit in the cabinet and expected that Miss Conley would get it and show it to him. As she showed no intention of doing so, Tom thought it worth while to use his own powers, and

said: "Please give me the rabbit?" Needless to say that he had it!

On a certain Sunday when the other boys had gone to church, Tom was left to his own resources. Going to the door of his room to see that he was all right, Miss Conley found him sitting Turk-fashion in his rocking chair, saying aloud all the words he knew. Sometimes he made several trials before pronouncing the words to his own satisfaction; but when satisfaction was attained, he would spell "why, yes! why, yes!" with his fingers. When the words did not come to his recollection fast enough, he would tap his head and spell "think!" after which another word would be spoken. Finally, when he seemed to have exhausted his powers of recollection, he trotted over to his play drawer, examined the different articles, shut the drawer and returned to his chair; upon which he spoke the names of the toys he had found in the drawer. Nearly an hour was spent in this way.

Tom has a sense of humor and appreciates fun even when it is at his own expense. The question: "What is your name?" having occurred in the reading lesson, Tom's teacher had said to him: "And what is *your* name?" Tom was naughty about replying, but finally, after having to stand on a chair a short time, he consented to say: "Tom." The next day, when his book was opened for a new lesson, he turned the leaf back to the old one, found the line: "What is your name,"—shouted "Tom!" at the top of his voice, made a motion in the direction of the chair, smiled as much as to say: "What a fuss I made over nothing!" and then settled himself down for the new reading.

He is fond of frolicking. Miss Greeley went to his room one evening and found him sitting up in bed, with his pillow on his head, rocking back and forth, laughing. So she

treated him to a little romp, after which he settled down contentedly, saying: "Goodnight. Asleep."

When he was taken to the photographer's to sit for his picture, he had no idea why he was placed in so many different positions. After reaching home he posed for the entertainment of the kindergarten family, taking exactly the same attitudes as at the photographer's.

At the annual exercises in the Boston Theatre, Tom was to take part in the clay modelling by making "the egg so smooth and round that held the wonderful secret." He was in very high spirits, and as he sat at the front of the platform working with his clay, would often break into irrepressible laughter. Knowing that some cause must exist for his hilarity, an investigation was made; and lo! instead of the two eggs which it was nearly time to show, he had about a hundred little atoms of clay. He had rolled with such vigor that the moisture had become absorbed from the clay and it had crumbled into fragments, which Tom thought a very funny proceeding on the part of the clay.

Tom's letter to Mr. Anagnos last summer may be interesting. The penmanship was not his own,—he merely held the pencil while the teacher guided his hand; but he dictated the entire contents. The letter was written from Wrentham, at the beginning of July, 1894.

Dear Mr. Anagnos: It is July. June has gone. Fly. Parker has gone to cut grass. Few. Stone wall. Good bye.

Tom.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

When Tom sat down to write his letter he was fresh from a conversation with Miss Brown, and a notable fact had just been conveyed to him. For a long time it had been June; but now it was June no more. July had come! *That* should be the first item in his letter. Then he cast about in his mind for something else interesting, and there occurred to him that curious word "fly," which was such a queer thing to ponder over that Mr. Anagnos would certainly like to hear of it. "*Fly* a kite." "Birds *fly*." "A *fly* is on my face." Extraordinary word!

"Parker has gone to cut grass." A very good item. Parker was evidently the little boy's hero; and of course, grass cutting was both important and delightful.

Next came a period of stress, probably. What *should* he say? Oh! there was something else very strange that he had been thinking about lately. That word "few." It had been in a reading lesson a long time ago, and he had just found it again in his reading. Rather a pleasant word to spell, but an odd one to fit a meaning to! The spelling always took his attention from the meaning.

Another period of thought resulted in a capital topic,—a whole story in itself! "Stone wall." Nice to walk by; helps you to keep your bearings so well. But the words "stone wall" sent from Wrentham meant tragedy. Smiling happiness, hidden enemies, disaster! Oh! that dreadful day when he stepped into the hornets' nest!

However, he must not say too much. A great deal of ground had already been covered and these exciting memories were rather exhausting. So he would now close succinctly with "Good bye, Tom." Yes, one thing more! There was a certain way of arranging the letters of the alphabet in one of his books. Perhaps Mr.

a b c d

Anagnos would like to know about that. So there was a postscript,— etc., faithfully continued up to z — which surely made an appropriate ending!

Tom's summer of 1894 was as happy as those of preceding years spent at Wrentham. He found amusement all day long in house, barn, tool and carriage house, dooryard, garden and field, gaining knowledge on every side and living the simple, kindly-nurtured life so good for the body, mind and spirit of a child. There is no doubt of Tom's appreciation of Wrentham. He enjoys its atmosphere of good will and reciprocates with feelings of friendliness, even toward the church, which is for him a place of tediousness where there are hours of sitting still, hearing nothing, seeing nothing and doing almost nothing. On the last Sunday of his stay he was observed kissing the pews and step railing as he passed them in going out after service. He knew he was to leave for the city in a few days and thought he would say good bye.

The beginning of the new school year finds Tommy established in the primary department as a regular member, spending only the period devoted to the "morning talk" in the kindergarten. He is in excellent health, and in a fair way to make great strides in physical improvement, since, through the philanthropical interest of Dr. Brackett and his teacher, he is undergoing a treatment of medical gymnastics in addition to the gymnastics of his class. Being about five years old, yet with the habits of a mere baby when admitted to the kindergarten in 1891, his muscles were in very poor condition, and it is difficult to get them into a normal state. An adenoid growth, successfully removed during the past year, had also affected his physique quite seriously, the obstructed breathing having caused a noticeable depression in the chest. These bodily defects are being treated with

faithfulness and skill, and special thanks are due to the generous physician and the devoted teachers who give so freely of their best, not only to Tommy but also to the others who need their special work and care.

Tommy is now eight years of age. He is not a prodigy but a boy of excellent abilities, happy disposition and warm heart. Some of his qualities are admirable. He is faithful, generous, friendly, truthful, observant, neat (so careful about his clothes and belongings that dust and dirt are really distressing to him), and possesses an unusually strong memory and much dexterity in the use of his hands. All these his education at the kindergarten has fostered and developed and it is surely a cause of great rejoicing that a child so pitifully afflicted has found an environment suited to his needs. Here stands the kindergarten with its peculiar advantages for instruction; here, also, a skilful teacher devoted to her work. Beside them is this trustful little child knowing nothing of the straits which he is in, but lifting toward us a face beaming with friendliness and joy.

His continuance at the kindergarten and the special instruction required for him are yearly at stake. Both home and education come to him through the grace of benefaction alone. As far as his small power extends he is generously and carefully provident for the welfare of others. Can we deny him in his necessity?

These words may serve as the *open sesame* to the feelings and sympathies of those who are able to contribute towards Tommy's education. As was touchingly stated in Miss Poulsson's account for the year 1893, this child has been set in our midst,—a loving, trustful creature, making his way against odds which

remain appalling, lessen them as we may. He has no hope for more than "the meat which perisheth" if he is cast back into his former circumstances; and the life which is "more than meat" flows through channels which generosity must keep open. The public has been very generous indeed; yet money is absolutely needed to pay the annual expenses for his board and tuition. Shall not dear little Tommy have further cause to say "I thank you for lending me a hand at my need"?

ANNUAL RECEPTION.

For trusteth wel, that erles, dukes, kinges
 Were gathered in this noble compaignie.
 For love, and for encrease of chevalrie.

CHAUCER.

The annual reception of the ladies' visiting committee at the kindergarten buildings in Jamaica Plain is an event, in which the community always show very great interest. The large number of persons, who are glad and even eager to attend the public exercises of schools and colleges all over our land, surely furnish us with one of the best arguments for the belief in the aspirations, the strivings for better things of humanity in general. How does the pessimist, the believer in the total depravity of the human heart, explain the delight felt by the public in all that pertains to the education, growth and development of youth? And if this delight in the progress of the

normal child be great, how much greater is it in the case of the maimed lambs of the flock, who have been rescued from the jaws of ignorance, poverty and despair only by a mighty effort?

We prize and measure results by the efforts, the human labor they have cost, and by the sympathy and love which have inspired that labor. Therefore the people of the greater Boston gather in ever-increasing numbers at the spring festival of the kindergarten, which is an Easter festival in the truest sense of the word, a celebration of the resurrection of the human spirit from the depths of darkness into the realm of light and truth.

The spring reception was held this year on April 23, nominally at three o'clock, but the anxiety of the guests to see all that was to be seen and to avoid the crowd, brought streams of people to the older building long before the appointed hour. Among the visitors were many well known people, and a long array of carriages filled the street in front of the kindergarten all the afternoon.

Mrs. Thomas Mack and Miss Caroline Derby, of the visiting committee, received a host of callers in the main reception room, while Mr. Anagnos and Mrs. Julia Ward Howe greeted them in the hallway. Mrs. William Appleton received the guests in the girls' building. In addition to these ladies the other members of the visiting committee present were Mrs. John Chipman Gray, Mrs. E. Preble Motley, Miss Clara T. Endicott, Miss Laura Norcross, and Miss

Annie C. Warren. Miss Grace White, Miss Elizabeth White, Miss Winslow and Miss Gill acted as ushers, thus adding a new and charming feature to the occasion.

Little Tommy Stringer, the deaf, dumb and blind child, attended by his teacher, was surrounded by an interested and admiring crowd of people. He is now able to carry on a conversation in the finger language and has a large vocabulary. He is also learning to speak and can articulate a number of words. On receiving a bunch of Mayflowers, he said "thank you," repeating the words several times and spelling on the palm of his teacher's hand "pretty flower," while he smelt their fragrance.

From three to four o'clock the guests visited the different departments of the kindergarten, and wandered at will up stairs and down, through the boys' and the girls' building, both of which were thrown open from top to bottom. It was good to see the little folks, their faces lit up with intelligence, sitting at the low tables and reading in their books with their finger-tips, or stringing beads and cubes. Each child had a name for its long string, calling it a steam car, wheel, necklace, or some other object suggested by a lively imagination. Some of the little people sewed elaborate designs in card-work, while others arranged tiny cubes, or cylinders in a variety of forms, thus combining work and play according to the delightful method of the wise Froebel. Not the least interesting department was that where the chil-

dren were sewing and knitting in accordance with the sloyd system.

Four o'clock was the hour fixed for the exercises in the hall. At the sounding of a bell, a carnation was given to each child, and forming in line, they marched to the music hall which was soon packed to its utmost capacity with interested beholders.

On the platform, in addition to the pupils and teachers of the kindergarten, were Dr. Samuel Eliot, who presided, Mrs. William Appleton, Mrs. Julia Ward Howe, Bishop Lawrence, Mr. Joseph B. Glover, Mr. Edward Jackson, Mr. Henry Marion Howe, and Dr. Arthur Little of Dorchester.

The first number on the programme was a chorus, "Queen o' May," in which all the little girls took part, their fresh young voices showing careful training. Next came a duet for the piano played by Charles Amadon and Frederick Walsh in a very creditable manner. Little Margaret Coberg then recited Sarah Orne Jewett's "Discontent" in a way that charmed her hearers. She spoke slowly, clearly, and with an absence of the parrot-like quality which sometimes distinguishes juvenile performances of this nature. "The Windflower," a trio for boys' voices, composed by Miss Cornelia C. Roeske, elicited a well-deserved encore. Miss Roeske is herself a graduate of the Perkins Institution, and is now the music teacher of the boys at the kindergarten. Her work as a composer does her great credit. A violin duet was beautifully executed by Sophia Muldoon and Grace

Wagner. Dr. Eliot then introduced Bishop Lawrence as the speaker of the afternoon. As he himself said, it was a difficult task for the successor of Phillips Brooks to speak where the eloquence of that great and noble man still seemed to sound in the ears of his hearers. But Bishop Lawrence spoke with a voice so tender, so full of emotion, that he did not fail to move his audience.

ADDRESS OF RT. REV. WILLIAM LAWRENCE, D.D.

My friends, I have now been a few months the successor of Phillips Brooks, and I may say that I have never felt so completely inadequate to take his position as I do at this moment. His heart was always so full of pity for humanity and always held its childlikeness so completely that when he came into the presence of a suffering child or into the presence of one that had been bereft of any of the advantages of childhood, he was at his best, and he exhibited such sympathy, such natural delight in the delights of children that I feel his greatness was more great in those associations than even as a preacher. On that account, I say, I feel very helpless and very inadequate to express what I have to say this afternoon.

Turning for a few moments from this kindergarten and from our questions as to what we can do for the kindergarten, it seems to me that the first question that we have to ask ourselves is, What has this institution for the blind of which this kindergarten is a part done for us? I feel that what it has done for the community is far greater than what the community has done for those for whom it was founded, the blind. I know of no institution in this state in which the state has taken such pride, and in which it has such a right to take pride, as the institution for the blind.

When Dr. Howe undertook the work, and in the name of the Master said "Ephphata," and the senses, so far as she had any, of Laura Bridgman were opened, it was a fact which became known world-wide, and Boston was blessed, and received the benediction of the country due to that one great work. I feel, therefore, that we have good reason to take very great pride in this institution, which has done a great thing in bringing before our entire country the philanthropy, the patience and skill of the people of Boston as represented in the sympathy and in the skill of Dr. Howe. The work of this great philanthropist has gone on, and in the person of him who is now at the head of the institution its ministry is being continued in the same spirit.

But beyond the great satisfaction that we can take in this establishment from what it has done for us in recalling to us the dignity of philanthropy, I feel also that it has done this for us. As year after year the reports have been sent to me, and I have scanned them through, the one impression that has come over me has not been so much the wonderful work that has been done for the blind as the wonderful patience and thoroughness with which the work has been done, and it seems to me that the teachers of this institution, the teachers who are now here and who have gone before, have done a great work for the teachers of the whole country in showing to them what thoroughness, what patience, what skill and what dignity there is in the work of a teacher, and how patience and skill and all that goes to make up a teacher will make the blind to see and the deaf to hear.

I feel, therefore, that there can be no better object-lesson for the teachers of this community than to come and see with what quiet, patient perseverance, and with what exactness and thoroughness, the teachers of this institution have done and are now doing their work.

Thus, my friends, I feel that it is not so much that the institution for the blind and the kindergarten is under obligations to

the community, but that the community is under great obligations to it for the work that it has done for us, and for the inspiration that it has given us. And now as we come to hear this object-lesson, I feel that what these children are saying to you by their bright and intelligent faces, and what they are telling you through their songs, and through that wonderful illustration of the compensations of life in the loss of senses as was seen in the quick response with which those boys answered to the call of the piano in telling the notes and the keys that were struck, must have appealed to your hearts as it has to mine.

Again, this institution through that illustration has suggested to us another obligation in relation to the compensations of life, if only we will take the drawbacks of life and the trials of life in the patient spirit with which these children take them; for it is wonderful how with the loss of sight, the sense of touch, and the sense of hearing, the exactness and quickness of attention of those children are brought forward, and how in those compensations they are enabled to enjoy the use of certain senses with a keener enjoyment than we do, so thorough has been their training and so exact has been the work.

But more than this, one of the beautiful features of this institution was expressed just now in the words of a teacher, but which has been evident to you all, and to secure which is the aim of those who have charge of children,—their lack of self-consciousness. I do not know that there is anything that leads children to self-consciousness more than the wrong use of their sight, the realization of the fact that they are being seen. These children, of course, have the other senses which must sometimes bring to their thoughts the fact that they are centres of interest, and it must require great effort and great patience to keep them from being self-conscious, but as we have talked to them down stairs and as we have heard them speak, we can not but feel that the teachers have been eminently successful in keeping them childlike.

And now I speak of the kindergarten. It has been already suggested, and you already know, that this kindergarten is burdened with debt, and that it calls for generous gifts. In response to what this kindergarten is doing for us this afternoon, and what the institution as a whole has done for the community, it would seem as if we should consider it a privilege to do our part in expressing in ever so slight a way our sense of gratification at the work that has been done.

If I may not seem too personal,—I spoke at the beginning of one in whose position I stand,—I speak now of another. Near the close of his life my father underwent an operation for the removal of a cataract. I was present in the room during the operation, and as soon as it was over, the physician told him that he must be perfectly quiet. He said, “I have only one thing to say, a little matter of business,” and then he turned to me and said, “I wish that you would go down stairs and send a check to the institution for the blind.”

Now it seems to me that if any of you have received any benefit through the increase of the skill in surgery, if any of you have ever had any help brought to you through the kindness of physicians and the goodness of the Great Physician, if any of you have children who are now enjoying all their senses, I can not think of anything that would be more gratifying and that would be more appropriate than that you should send your check in gratitude to the kindergarten.

At the conclusion of the Bishop's address, tiny James Cunningham, who seemed not much larger than a bird, and not able to chirp much louder, recited “What a Bird Thought,” in a charming way. The girls of the primary class then sang a chorus entitled “Little Dandelion.”

An exercise which called forth many expressions

of wonder and delight from the audience consisted in the correct naming by the scholars of the music class, of every chord struck by the teacher. Miss Roeske played a number of chords on the piano, calling on the boys in turn, to describe each chord, and to give the musical key to which it belonged. They did this with great facility, one boy, Wilbor Dodge, proving anew his right to the title of musical prodigy, by calling out, major or minor, dominant seventh, diminished sixth, or whatever the chord might be, almost before it had fully sounded.

The finale was the "Heart Sunshine Waltz," played by the boys' orchestra, and composed by their teacher. It brought into play zithers, bells, piccolos, drums, triangles, and a number of other instruments suitable to the age of the childish musicians. It was executed in perfect time, with much spirit, and was received with delight by the audience who called for an encore.

At the conclusion of the children's exercises, Dr. Eliot made an address in behalf of the trustees of the kindergarten and of the ladies' visiting committee.

ADDRESS OF DR. SAMUEL ELIOT.

The programme for the afternoon is now completed so far as it has been written out, and I wish it were altogether completed, instead of my being called upon to break in upon it, as it were, with some of those remarks with which the old friends of the kindergarten are already too familiar. I read in the account of Edith Thomas given in the very interesting report of our director

and published a few weeks ago that quotations, as she expressed it, make her miserable. Addresses in which I am concerned at the close of exercises like these make me miserable, for I feel entirely out of place. At the same time there is a necessity of appealing to the generous instincts of a generous people, and one that repeats itself from year to year as our work goes on, and as our means of carrying it on satisfactorily and completely are not yet gained. The old servant of a Scottish laird told his master that he must leave him for the master was always in a bad temper. "Aye, but John," said the master, "it's nae sooner on than it's off." "Aye, Aye, laird," said John, "but it's nae sooner off than it's on." I feel as if these repeated appeals for the kindergarten were no sooner made than they began again.

However that may be, we can speak with honest satisfaction of what has been done. You see many signs of it this afternoon in these children's songs and recitations and musical performances, but, of course, you do not see one-tenth part of what is going on here day by day, or what is going on in our parent institution at South Boston. You must visit both places; you must become familiar with the lives within these walls before you think that you begin to understand them. But you see enough even in exercises like these to be convinced that a work has been accomplished, not is to be, but has been accomplished, and for that work we are all of us very grateful. I for one feel deeply grateful to our director and his assistants, and even to these children, for what has been done. Bishop Lawrence did not say one word too much on the side of the obligation which you owe to them. It is an obligation which we cannot fulfil merely by spending a few hours here, or by giving a few dollars to sustain this holy enterprise; yet it must be sustained, and in fuller measure than it has now reached, or it must suffer.

We have today in the kindergarten sixty-nine children, and there are twelve waiting to be admitted. If they were all here, we should have, as you see, more than four score to provide for,

and yet there is not a corner into which any one of these twelve children can be thrust. I do not, however, think it so urgent that the number of children should be increased as that the children already here should be amply provided for; otherwise there must come a check to the work as it is going on, and there must be discouragement to the director and his assistants. Therefore I plead for them that the work as it is, not as it is to be, may be fully and adequately sustained. For that we need money to pay for the debt which we have incurred chiefly in building the fine structure in which we are assembled this afternoon, a debt now amounting to eighteen thousand dollars, while to meet the expense of the kindergarten as it is constituted we need about four thousand dollars a year more than we have. These are our pecuniary wants at this moment:—eighteenthousand dollars to pay off the debt on the buildings of the kindergarten, and four thousand dollars additional income to provide for its current expenses until the whole amount of the endowment fund is obtained.

We have been greatly helped in our current expenses by the ladies' visiting committee, in whose name this assemblage is called here this afternoon; and I rejoice to say that it is now not only a visiting committee of this neighborhood, but that the good work is spreading, and that there are ladies present today from Worcester who have organized an auxiliary association and are contributing to our wants. If we could have such an auxiliary in every large town in the Commonwealth, probably the four thousand dollars additional income would soon be provided for; but whether we have the auxiliaries or not, whether the four thousand dollars come in or not, you may be sure that this work will never languish, for having once been begun, it must be carried forward. The stars of heaven in their courses fight for it; all the currents of humanity, of human interest and of human beneficence, are in its favor, and it must come at length to that happy haven where it will not lie inactive, but be so relieved from any sense of insecurity as to grow in all its powers of doing good.

For this I am here to plead at the director's request, and at the request indirectly of the ladies' committee, and for it I plead with all my heart. "Why is it," said an amateur fisherman to an old fellow whom he had engaged to take him out on a river to catch the trout which swam there, "that you catch all the fish and I catch none?" "Because," said the old angler, "I'm fishing for fish and you're fishing for fun." Now I am not fishing for fun. I am fishing for fish this afternoon, and I want to catch some very big ones, if possible, but the small ones will play their part, and give their proportion of encouragement, if we can catch them. Mrs. Mack, who is kind enough to perform the service for us, will be found seated near the door as you go out, and she will be glad to take any small offerings, any subscriptions to the membership of this auxiliary of which I have already spoken, and which needs to be very much enlarged.

I do not think I need to say anything more. These children have pleaded their own cause. How can I plead it half as well as they have done? Yet among the memories that have been revived within us the last week in the great celebration of the new holiday to commemorate the old, old story of our fathers' heroism, there is just one touch that comes home to us this afternoon. When Isaac Davis, who fell by the first fire at Concord, left his home in Acton on the morning of the 19th of April, 1775, he turned back to his wife, and before marching away with his minute men said, "Hannah, take good care of the children." He never came back alive, but we may be sure that those children were cared for, and that their descendants are still in existence to prove that a man who dies for his country does not die in vain.

Let us take care of our children. Let us be very sure that we do take care of them, and let every one of them gathered here have reason to be glad and thankful that such a home has been provided for them by the generous people of Massachusetts.

These exercises are now closed.

Dr. Eliot's appeal was so earnest, urgent, and withal so whole-souled, that it had an immediate effect on the audience. A number of persons at the close of the exercises went directly to the desk of Mrs. Thomas Mack, the acting treasurer in the absence of Miss Olga E. Gardner, in order to give in their names as members of the ladies' auxiliary society, and to pay the annual subscription.

But the results of this interesting occasion cannot be measured by the receipts of money alone. As the guests wended their way homeward, all felt that they had gained much valuable information concerning the work of the kindergarten, while the sight of the happy but sightless faces and busy little fingers had warmed the sympathies of each compassionate beholder and given him new inspiration.

All which is respectfully submitted by

M. ANAGNOS.

REPORT OF THE MATRON.

TO MR. M. ANAGNOS, *Director*.

SIR:— I beg leave to submit the following report of the kindergarten for the blind for the year ending September 30, 1894.

In order to look forward to the future of an undertaking with any degree of intelligent hope and expectancy a periodical review of what has been accomplished already is required,—a close examination of aims and methods together with a judicious estimate of cause and effect, and a clear knowledge of ways and means

The inception and early years of this enterprise have been characterized by a spirit of devotion and self-sacrifice on the part of all who share in the work ; by arduous labors in the effort to promote its best interests, and by a feeling of solicitude and real anxiety concerning its financial condition. While the laborers in this field have found full recompense for their services in the success which has attended their efforts, and while the rapid development of the kindergarten and the excellent work accomplished by it furnish an unanswerable argument for the further prosecution of the undertaking,—it is felt that a state of pecuniary independence is essential to the permanent well-being of the infant school.

We record with a feeling of gratitude the stimulating and valuable experience which the months of the year just closed have brought in their succession. The mental advance made by each pupil of the kindergarten, the physical im-

provement of the children and the good condition of health preserved in both households offer the best evidence of the character of the work done at the institution and of the painstaking care bestowed on its inmates.

The end of the year shows 58 children in the kindergarten. In September at the beginning of the new school term 18 pupils, 9 boys and 9 girls, were transferred to the parent institution at South Boston. This class is the first that has graduated and a reasonable degree of pride is felt in its fitness to prove the value of kindergarten training,—in its power to confirm the hope and meet the expectation of those who eagerly await the results of our work.

During the early part of the last year of their stay with us, the boys of this class formed an organization called The Kindergarten Primary Club. Its object they declared to be "free discussion and mutual benefit." No one except members of the club was admitted to its meetings, and no grown person was permitted to join its membership with the exception of Mrs. Davidson, who acted as mentor and secretary. The disposal of the club's limited funds was characteristic of the ruling spirit pervading the organization. The first money was expended for a suitable flower pot to hold a plant which the boys had grown for a dearly loved friend of the kindergarten. A little later a small amount was invested in a birthday gift to the "mother" of the household, and at the end of the year the sum of five dollars was raised by strenuous effort and given to Mr. Anagnos to be devoted to the new building fund. The club was loyally proud of its parting gift to the kindergarten.

No change has been made during the year in our corps of teachers, and it is no less true now than it has been in the past that the work of training the pupils in all the classes is both ably and conscientiously performed. In every case

this work is supplemented by the spirit of love and enthusiasm, which marks the true kindergarten. Froebel's methods are followed closely both in the kindergarten and in the primary classes. The study of botany, zoölogy and mineralogy begins in the kindergarten and extends in progressive lessons through all the classes. The methods used in teaching natural history are the following. The children are required to model in clay the forms of animals and plants and to read books relating to the subject of their lessons. They are also required to give both an oral and a written description of the various creatures, and thus learn to express their thoughts clearly and correctly.

The beginnings of the study of history are to be found in the familiar morning talks wherein is made prominent the significance of important events and periods of time in connection perhaps with the lives of distinguished men and women. The observance of national holidays and of the birthdays of our famous poets and men of letters furnish additional easy lessons in history. I overheard one child enumerate to another, a stranger, the "good times" we had enjoyed and the days we had "celebrated" at the kindergarten this year. "There was Miss ——'s birthday; George Washington's; Queen Victoria's; the sleighride Mrs. Mack gave us; the ride to Lexington, to Bunker Hill; Christmas day; the visit to Cambridge;"—and here the little boy paused, as if he found even the remembrance of the glory of it all overpowering. The day in Cambridge was memorable. After visiting Memorial Hall and the Agassiz Museum, the party went by special invitation to the Longfellow Mansion, —stopping on the way, of course, to see the Washington Elm. The delighted children were shown many interesting treasures in the famous house, "the old clock on the stairs" pleasing them especially and awakening a deep spirit of

reverence in their childish hearts. They asked permission of their kind hostess to repeat the poem with which they were lovingly familiar, and the beautiful lines were given with an expression born of the occasion.

A valuable lesson in geography grew out of the following incident. A friend of the kindergarten, who was about to leave her home and go to Europe, called to say good bye to the children and brought with her, as a parting gift, a beautiful model of an ocean steamer. The miniature vessel was labelled the "City of New York," but the boys immediately changed the name to "Augusta Victoria," as this was the name of the ship on which the lady was to sail. Her passage across the ocean was the daily theme of conversation, until letters were received from their kind friend, when her various journeys and the different places which she had visited became the subject of many long talks.

Natural methods, as they are called, are used in most of our daily work. For instance, a class examines the various cereals. Characteristic differences are pointed out and the manner of growth is explained and made clear. On one occasion, when the lesson was upon wheat, the entire class went to the kitchen and under the direction of the teacher bread was made by eight little boys, all of whom were under ten years of age. The result was, that the children gained an idea of the process of bread-making, and we gained several loaves of good bread for the table.

A child is obliged to think when it works. Intellectual activity is thus awakened, and the fact that it has created something is of moral value to the little worker. As a means of developing the sense of form in the blind child, and of stimulating his power of observation and invention, progressive lessons in knitting and sewing have been introduced under the supervision of a skilful and experienced

teacher of sloyd. In this work the pupils begin by learning to make a coarse twine chain with the fingers. A little later plain knitting is taught by substituting in place of the fingers large wooden needles. The use of bone and of steel needles follows in due course and finer yarn is used with each change of needle. The child is taught to cast on and to take up stitches; to narrow and to seam; to bind and to finish. These various steps in the work follow in succession, until at last the child is able to do every variety of fancy knitting in a skilful manner. Sewing is taught by similar methods. The first appliance used is a circular plate of metal, the surface of which contains one hundred and ninety-seven perforations. With a cotton cord to weave in and out of these holes the child learns the various stitches which are used in sewing, such as overseam, back-stitch, cross stitch, hemming and gathering. He finds, after a little practice, that he can make the same stitches on coarse canvas with needle and thread. When this point has been reached it becomes no difficult matter to apply the knowledge already gained and use the finer grades of cloth. Taught in this progressive and scientific way the sightless child is fitted in the course of a few years to make and to mend his own clothing. In all these lessons pains are taken to secure a correct position of the body while the work is being done, and to train the fingers to grasp the implements firmly and to hold them easily.

With the introduction of the Ling system of gymnastics it has become possible to adapt the physical training to individual need, and by this means to correct in some measure cases of deformity and of retarded development. Gratifying results have followed the use of special movements adapted to this end. We are greatly indebted to Dr. E. G. Brackett for the service which he has rendered in directing the course of instruction in these special cases.

In the education of the blind, and especially in the kindergarten scheme of work and play, music is regarded as something more than an accomplishment, and it is never suffered to become a mere pastime. Forty pupils take lessons on the pianoforte and five on the violin. The classes which meet daily for instruction and practice in singing comprise all the children in the school. Through the kindness of Mr. John M. Rodocanachi the kinder-orchestra has been supplied with new instruments, and the tiny musicians have attained a higher degree of proficiency.

During the past year the health of both households has been uniformly good. With the exception of three cases of scarlet fever at the very beginning of the school term, we have been free from epidemic diseases. James Shea entered the kindergarten September 20, 1893. Within four days thereafter he was taken ill with scarlet fever and was removed to the City hospital. He recovered from the disease in a few weeks and went to his home, but a complication of disorders ensued and on December 19, 1893, the little fellow died. We desire in this connection to acknowledge our indebtedness to the City and to the Children's Hospital; and to Dr. Henry W. Broughton for the services which he generously rendered to the children of the kindergarten, refusing all compensation.

Our grateful acknowledgments are due to the ladies' visiting committee for the personal interest which they have shown in all that relates to the well being of the infant school. We are indebted to each and to all for frequent visits and for timely advice and aid. The committee's reception which was held on Monday, April 23, was attended by a large and distinguished company of ladies and gentlemen.

The King's Daughters of Newton have defrayed the

expenses of several children during the summer vacation, and have also provided clothing for a number of them.

The Young Ladies' Missionary Association of Concord, N.H., has supplied Willie Elizabeth Robin with clothing.

We are indebted to Miss E. S. Parkman for the gift of a pianoforte; to Miss Lucy Cook of Detroit for a picture, and to Mr. John M. Rodocanachi for eighteen photographs mounted and framed.

The publishers of the *Roxbury News* have kindly supplied the kindergarten with a copy of the paper.

The constant improvement both physical and mental shown by Willie Elizabeth Robin seems to justify the course of instruction pursued in her case. She studies reading, writing, arithmetic and zoölogy in classes with girls of her own age. She manifests an intelligent interest in her work and maintains a creditable standing in her class. She learns to articulate with great eagerness, and is making satisfactory progress in the acquisition of speech. Like all healthy children she is full of exuberant life and spirits and delights in every form of physical exercise. In addition to the usual gymnastic exercises, Willie receives special training in equipoise and she has made a perceptible gain in the firmness and steadiness of her movement as is shown in her running and walking. She spent the summer vacation with Mr. and Mrs. A. T. Whiting at their home in Hingham. The loving care and tender affection which these kind friends lavish upon the attractive child meets with a full response from Willie who is never so happy as when with them.

Each of the twelve months included in this report of a year's work has been an important period in the development and education of Tommy Stringer. Often a circumstance, which at first seems unfavorable, proves to be in

reality a blessing in disguise. Tommy was one of the three children who were the victims of scarlet fever. During seven weeks he was completely isolated from all his teachers and companions. As the nurse who took care of him during his illness was not able to use the manual alphabet, he had no one with whom he could converse. In Tommy's case the fever was light in character and he suffered but little from weakness and prostration. While still in bed his favorite occupation and amusement seemed to be found in spelling the names of his friends and of the objects with which he was familiar. His mind was evidently busy in reviewing the events of the past; the expression of his face was serious and indicated deep thoughtfulness. When he returned to school, after spending the Thanksgiving recess with his teacher at her home, it was apparent to all that a mental and moral change had taken place in little Tommy. This change is shown in various ways but chiefly in his behavior toward his schoolmates, with whom he now manifests a desire to be on friendly terms. He is inclined to be more companionable and is less reserved than formerly. Hence a much better opportunity is now afforded to find out his real ideas of things. Tommy has recently formed a strong attachment for one of his schoolmates. One way of manifesting his special regard for this boy is to say to Fred, "good night" and "good morning." One day after receiving from this playmate a little gift, Tom went to his own room and selecting a cherished toy from his collection, he carried it to his friend's room and left it there at the same time he was spelling eagerly and rapidly with his fingers, "Fred's, Fred's." This I believe to be Tommy's first spontaneous effort to reciprocate a favor.

Tommy is both patient and systematic in doing the work which is required of him. He delights in helping his teachers

by arranging work on the tables and by bringing books which are needed. After a lesson he returns the articles and books which have been used, to their proper places. He examines the work of the other boys and expresses his opinion of it saying, "good," or "bad," as the case may be. In weaving and in sewing Tommy is both skilful and inventive. The new patterns which he has originated in both occupations show no small degree of ingenuity. He does not display the same amount of dexterity in modelling, but he seldom fails to recognize the clay objects which are made by other persons.

Tommy's articulation has not improved in any marked degree, but by constant practice he is becoming familiar with the method of producing vocal sounds. In June last Dr. J. H. Farlow of Boston performed an operation on Tommy, which had become necessary on account of enlargement of the tonsils together with adenoid growth in the nasal passages. These obstructions rendered breathing difficult for the child, and moreover prevented the air from entering his lungs in sufficient quantity. The removal of the impediments afforded immediate relief to Tommy, who acknowledges his obligation to the kind surgeon by a degree of friendliness, which it is not usual for him to manifest to strangers. It is believed that this improvement in the condition of the throat will materially aid Tommy's efforts in speaking.

His summer vacation was spent, as was that of the previous year, in Wrentham with Miss Laura A. Brown, and again he returned to us full of health and sturdy boyish life and vigor.

We cannot close this report without expressing again a word of thanks to the many kind friends who continue to stimulate our efforts and to aid our work in ways almost in-

numerable. And to the new helpers, who have recently joined benevolent hands with those who have hitherto borne the burden, we extend a word of hearty welcome, because the little sightless children are increasing in numbers at the kindergarten, and they cry imploringly for help that they may be led out of mental and moral hopelessness and darkness.

Respectfully,

ISABEL GREELEY.

LIST OF THE CHILDREN.

| | |
|--------------------------|----------------------|
| Allen, Mary K. | Bradley, Edward F. |
| Anderson, Elizabeth. | Butters, Albert W. |
| Burke, Norah. | Cunningham, James H. |
| Coberg, Margaret. | Delude, Louis. |
| Dart, Marion F. | Dewhurst, Henry. |
| Dolan, Ellen. | Drew, Francis. |
| Elwell, Gertrude. | Fuller, Albert. |
| Forbush, Vinnie F. | Harvey, Lyman K. |
| Gilman, Lura. | Heroux, Alfred N. |
| Goggin, Mary. | Jacobson, Guy H. |
| Hamlet, Ethel. | L'Abbé, Henry. |
| Hayes, Mary Etta. | Lester, James. |
| Hughes, Mattie. | Lord, John W. |
| Ingham, Beatrice. | Muldoon, Henry M. |
| Kennedy, Annie M. | Muldoon, Robert D. |
| Longley, Cora A. | Nelson, Charles S. |
| McKensie, Maggie. | Nilson, Frank. |
| Muldoon, Sophia J. | Paige, Frank H. |
| Ovens, Emily A. | Rand, Henry. |
| Puffer, Mildred E. | Ransom, Francis. |
| Robin, Willie Elizabeth. | Ryan, Edward D. |
| Root, May E. | Sticher, Frank W. |
| Swanberg, Martha. | Stringer, Thomas. |
| Thurley, Blanche M. | Stuart, Edwin. |
| Veasey, Emma A. | Swift, William S. |
| Wagner, Alice M. | Vaughn, William M. |
| Barnard, Richie J. C. | Walsh, William. |
| Bartlett, Joseph. | Wetherell, John. |
| Beckwith, George. | Williams, Albert L. |

FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING SEPT. 30, 1894.

RECEIPTS.

| | | | |
|---|-------------|-----------|-------------|
| Donations — | | | |
| Mrs. Benjamin S. Rotch fund, | \$5,000.00 | | |
| Legacies — | | | |
| Mrs. Richard Perkins, | \$10,000.00 | | |
| Mrs. Elizabeth W. Gay, | | | |
| additional, | 231.19 | 10,231.19 | \$15,231.19 |
| Endowment fund, | | | 11,512.80 |
| Annual subscriptions through Ladies' Auxil- | | | |
| iary Society, | \$5,631.50 | | |
| Contributions, | 753.30 | | |
| Total for current expenses, | | 6,384.80 | |
| Donations for new building, | | 2,030.00 | |
| Board and tuition, | | 9,109.47 | |
| Rents, | | 862.32 | |
| Income from investments, | | 9,784.06 | |
| Insurance for loss by fire, | | 262.00 | |
| Cash on hand Oct. 1, 1893. | | 3,033.06 | \$58,209.70 |

EXPENSES.

| | | | |
|-----------------------------------|-------------|------------|--|
| Maintenance, | \$18,144.08 | | |
| Expenses on houses let, | 321.53 | | |
| Bills to be refunded, | 137.54 | | |
| Loss by theft, | 620.72 | | |
| Invested, | 32,000.00 | 51,223.87 | |
| Balance Oct. 1, 1894, | | \$6,985.83 | |

PROPERTY BELONGING TO THE KINDERGARTEN.

| | | |
|--|------------------|-------------------|
| Helen C. Bradlee fund, | \$40,000.00 | |
| Mrs. Warren B. Potter fund, | 25,000.00 | |
| Mrs. George W. Wales fund, | 10,000.00 | |
| Mrs. William Appleton fund, | 9,700.00 | |
| Mrs. Benjamin S. Rotch fund, | 8,000.00 | |
| Legacies — | | |
| Sidney Bartlett, | 10,000.00 | |
| George Edward Downs, | 3,000.00 | |
| Mary Williams, | 5,000.00 | |
| Elisha T. Loring, | 5,000.00 | |
| Ellen M. Gifford, | 5,000.00 | |
| Joseph Scholfeld, | 3,000.00 | |
| Royal W. Turner, | 3,000.00 | |
| Mrs. Lucy A. Dwight, | 4,000.00 | |
| Mrs. Eleanor J. W. Baker, | 2,500.00 | |
| Mrs. Elizabeth W. Gay, | 7,931.00 | |
| Mrs. Eliza B. Seymour, | 5,000.00 | |
| Miss Rebecca Salisbury, | 200.00 | |
| Miss Sarah Bradford, | 100.00 | |
| Mary H. Watson, | 100.00 | |
| Mrs. Richard Perkins, | 10,000.00 | |
| Funds from other donations, | <u>77,469.00</u> | \$234,000.00 |
| Cash in treasury, | | 6,985.83 |
| Land, buildings and personal property in use of the kindergarten at Jamaica Plain, | | <u>152,247.75</u> |
| Total amount of property belonging to the kindergarten, | | \$393,233.58 |

KINDERGARTEN ENDOWMENT FUND.

LIST OF CONTRIBUTORS.

From September 30, 1893, to October 1, 1894.

| | |
|---|-------------------|
| A friend, | \$500.00 |
| A friend, | 5.00 |
| A friend, | 1.00 |
| A friend in Allston, | 15.00 |
| A friend in Allston, | 2.00 |
| A friend, Westminster, | 6.00 |
| A Kindergartner, | 2.00 |
| An Easter gift from one who loves the sightless little ones, | 500.00 |
| Anderson, Albert and J. M., | 10.00 |
| Andrews, Miss P. N., | 5.00 |
| Appleton, Mrs. William, | 1,000.00 |
| Balfour, Miss Mary D., | 10.00 |
| Barnard, James Monson, | 100.00 |
| Baylies, Miss M. W., Taunton, | 10.00 |
| B., Miss C., Bridgewater, England, | 4.80 |
| Beebe, Mrs. J. Arthur, | 500.00 |
| Belmont Congregational Unitarian Society, through Rev. Hilary Bygrave, | 10.00 |
| Billings, Mrs. Elizabeth and Mrs. A. T. Upham, Canton, | 5.00 |
| B., R., | 10.00 |
| Brackett, Miss Nancy, Quincy, | 50.00 |
| Bradley, Mrs. R. M., | 10.00 |
| Breck, Miss Alice C., Milton, proceeds of operetta, | 52.00 |
| <i>Amount carried forward,</i> | <i>\$2,807.80</i> |

| | |
|--|-------------------|
| <i>Amount brought forward,</i> | \$2,807.80 |
| Brett, Mrs. Anna K., Avon, | 5.00 |
| Brewster, William, | 5.00 |
| Brigham, Miss Margaret, North Grafton, | 5.00 |
| Brooks, Shepherd, | 400.00 |
| Brown, E. R., Dover, N.H., | 41.67 |
| Brown, Miss H. Louisa, | 5.00 |
| Butterfield, Mrs. A. W., | 1.00 |
| Cabot, Mrs. Francis, | 10.00 |
| Caryl, Mrs., Chicago, | 2.00 |
| C., E. D., | 3.00 |
| Chapin, Mrs. A. M., | 5.00 |
| Chapman, Miss, | 1.00 |
| Chapman, Miss Annie B., | 2.00 |
| Chase, Mrs. Charles G., Brookline, | 50.00 |
| Children of the Bridgewater Normal School Kindergarten, | 7.00 |
| Children of Misses Seeger and Davenport's School, Jamaica Plain, | 50.00 |
| Children of Mrs. Sweetser's Kindergarten, Newton, | 6.00 |
| C., Mrs. J. F., | 10.00 |
| Clapp, Mary L., | 2.00 |
| Collinson, Arthur, West Somerville, | .50 |
| Concert under the auspices of Miss Ethelle J. Reed and Miss Gertrude Walker, | 257.25 |
| Cook, Mrs. Charles T., Detroit, Michigan, | 25.00 |
| Corbin, Mrs., | 25.00 |
| Cordner, Miss, | 5.00 |
| Coulter, Mrs. J. T., | 1.00 |
| Crocker, Mrs. N. H., Brookline, one-half proceeds of entertainment, | 50.00 |
| Cunningham, Mrs. F., | 10.00 |
| Cushing, Miss Susan T., | 5.00 |
| <i>Amount carried forward,</i> | <u>\$3,797.22</u> |

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| <i>Amount brought forward,</i> | \$3,797.22 |
| Dabney, Mrs. Roxana L., | 3.00 |
| Dehon, Miss Cornelia, | 50.00 |
| D., E. S., | 100.00 |
| Dinzey, Miss Caroline L., | 1.00 |
| Ditson, Mrs. Oliver, | 100.00 |
| Dow, Miss Jane F., | 25.00 |
| Easter offertory, Trinity Church, | 10.00 |
| Eliot, Dr. Samuel, | 100.00 |
| Ellis, George H., | 100.00 |
| Fairbanks, Miss C. L., | 10.00 |
| Faulkner, Mrs. Charles, | 500.00 |
| Faulkner, Miss Fanny M., | 500.00 |
| Fay, Miss Sarah M., | 1,005.00 |
| Field, Mrs. E. E. V., | 20.00 |
| First Primary Club of the Kindergarten for the Blind, Charles Amadon, Wilbor Dodge, George Lawton, Bernard Levin, Antonio Martello, Fran- cis Rochford, Owen Simpson, Fred V. Walsh, and Leon Younge, | 5.00 |
| Friend G. S. H. in memory of Charles W. Faulkner. | 100.00 |
| Friend M. R. H., | 1.00 |
| G., A. D., | 10.00 |
| Glover, Miss C. L., | 25.00 |
| Goddard, A. W., Brookline, | 5.00 |
| Goldthwaite, John, | 25.00 |
| Goodhue, George O., Danville, P. Q., | 15.00 |
| Gooding, Rev. Alfred, Portsmouth, N.H., | 10.00 |
| Grew, Mrs. Henry S., | 10.00 |
| Gross, W. Y., | 4.00 |
| Gymnastic Class, Fauntleroy Hall, | 31.00 |
| H., C., | 2.00 |
| Hersey, Charles H., | 15.00 |
| <i>Amount carried forward,</i> | \$6,579.22 |

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| <i>Amount brought forward,</i> | \$6,579.22 |
| Hollis, Mrs. S. J., Lynn, | 25.00 |
| Hubbard, Mrs. C. W., | 10.00 |
| Infant Class in Union Church, Weymouth, | 22.00 |
| Jackson, Dr. J. A., Manchester, N.H., | 25.00 |
| Jenks, Miss Caroline E., | 5.00 |
| Kendall, Miss H. W., | 50.00 |
| Kent, Mrs. Helena M., | 100.00 |
| Kent, Mrs. Rebecca, | 10.00 |
| Kindergarten, Gore Street, East Cambridge, through Mrs. Berthold, | 8.25 |
| Kindergarten, Miss H.'s, Wakefield, | 1.00 |
| Knapp, George B., | 25.00 |
| Lamb, Mrs. George, Cambridge, | 5.00 |
| Lang, Mrs. B. J., | 10.00 |
| Lang, Miss E. F., | 5.00 |
| Leadbeater, Misses F. E. and M. G., | 4.00 |
| Learned, Miss Mollie, New London, Conn., | 5.00 |
| Lyman, Mrs. George H., | 10.00 |
| Mack, Thomas, | 25.00 |
| Mair, Mrs. Charlotte T., | 1.00 |
| Manning, Mrs. M. W., Brooklyn, N.Y., | 100.00 |
| Mason, Miss Ida M., | 1,000.00 |
| Matthews, Mrs. Annie B., | 1,000.00 |
| Matthews, Miss Nanna B., | 10.00 |
| Matthews, Miss Alice, | 10.00 |
| Meyer, Mrs. George von L., | 100.00 |
| Minot, Dr. Francis, | 10.00 |
| Montgomery, William, | 10.00 |
| Morison, Mrs. Frank, | 25.00 |
| Morse, Mrs. Leopold, | 100.00 |
| Motley, Mrs. E. Preble, | 25.00 |
| Moulton, Miss M. C., | 25.00 |
| <i>Amount carried forward,</i> | \$9,340.47 |

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| <i>Amount brought forward,</i> | \$9,340.47 |
| Newell, Mrs. M. Abbie, in loving remembrance of A. H. N., | 50.00 |
| Nevous, Mrs. Alta H., | 1.00 |
| Nichols, J. Howard, | 25.00 |
| Parkman, Miss Eliza S., | 10.00 |
| Peabody, F. H., | 75.00 |
| Peabody, The Misses, Cambridge, | 50.00 |
| Phipps, Mrs. John A., | 25.00 |
| Pierson, Lena, West Somerville, | 1.00 |
| P. K., | 200.00 |
| Pollard, M. S. P., Brookline, | 50.00 |
| Powars, Miss Mary A., | 25.00 |
| Primary department of Day street Sunday-school, West Somerville, | 5.00 |
| Primary department of Highland Sunday-school, . . | 3.50 |
| Primary department of Moreland street Congrega- tional Sunday-school, | 5.00 |
| Proceeds of entertainments February 22 by pupils of Perkins Institution, | 120.26 |
| Proceeds of fair held by Mrs. Laura E. Richards, Gardiner, Maine, | 285.00 |
| Richardson, Mrs. L. H., New York, : | 25.00 |
| Rogers, Mrs. Anne B., Chicago, | 5.00 |
| Ross, Miss Charlotte, West Newton, | 1.00 |
| Rust, Mrs. W. A., | 10.00 |
| S., | 10.00 |
| Sabine, Miss Catherine, | 5.00 |
| Sargent, Mrs. F. W., | 10.00 |
| Sears, Mrs. F. R., Jr., | 25.00 |
| Sears, Mrs. K. W., | 25.00 |
| Shepard, Mrs. Emily E., Brookline, | 10.00 |
| Shepard Sunday-school, Cambridge, | 25.13 |
| <i>Amount carried forward,</i> | \$10,422.36 |

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| <i>Amount brought forward,</i> | \$10,422.36 |
| Slocum, Mrs. W. H., Jamaica Plain, | 100.00 |
| Sohier, Miss E. D., | 25.00 |
| Sohier, Miss Emily L., | 25.00 |
| Spaulding, Mrs. Edward, | 6.00 |
| Standish, Mrs. Adelaide, | 50.00 |
| Stearns, R. H. & Co., | 25.00 |
| Stevens, Miss C. Augusta, New York, | 50.00 |
| Stockham, Dr. Alice, | 5.00 |
| Sunday-school of First Church, Boston, | 91.46 |
| Sunday-school of First Congregational Church, Great Barrington, | 12.48 |
| Thayer, B. T., | 10.00 |
| The Bonbonniere and the girls of Dana Hall, Wellesley, | 51.50 |
| Thorndike, Mrs. J. H., | 100.00 |
| Three friends, | 6.00 |
| Three friends in Worcester, | 3.00 |
| Through Mrs. Martha Bryant Cary, | 33.00 |
| Through Mrs. John Chipman Gray, | 10.00 |
| Tilden, Miss Elsie, | 25.00 |
| Tuttle, Mrs. J. C., New York, | 2.00 |
| Umbstaetter, Mrs. Nelly L., | 5.00 |
| Union Kindergarten, Brookline, | 3.00 |
| Unitarian Church, New Bedford, through Rev. P. R. Frothingham, | 50.00 |
| Upham, Miss Susan, | 50.00 |
| Vose, Miss C. C., | 10.00 |
| Wales, George W., | 100.00 |
| Ware, Miss Annie S., | 5.00 |
| Washburn, Rev. Alfred F., | 20.00 |
| Watson, Tommy, Helen, Ralph and Esther, Wey- mouth, | 5.82 |
| <i>Amount carried forward,</i> | \$11,301.62 |

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| <i>Amount brought forward,</i> | \$11,301.62 |
| Watson, Mr. and Mrs. Thomas, Weymouth, | 44.18 |
| Weld, Otis E., | 100.00 |
| Whitehead, Miss Mary, | 5.00 |
| Whitney, Edward, | 10.00 |
| Whitney, Miss E. P., West Newton, in the name of Helen Keller, | 5.00 |
| Wildes, Miss Marjorie, Ipswich, | 1.00 |
| Williams, Mrs. Annie O., | 5.00 |
| Wilson, Rev. C. Howard, | 1.00 |
| Winslow, Mrs. William C., | 10.00 |
| Young People's Club of the Unitarian Church, Jamaica Plain, | 40.00 |
| | <u>\$11,522.80</u> |

CONTRIBUTIONS FOR CURRENT EXPENSES.

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| Annual subscriptions through the Ladies' Auxiliary Society, Miss Olga E. Gardner, treasurer, | \$4,780.50 |
| Cambridge Branch, through Mrs. E. C. Agassiz, treasurer, | 515.00 |
| Dorchester Branch, through Mrs. Charles V. Whitten, treasurer, | 94.00 |
| Dorchester Branch No. 2, through Mrs. C. A. Say- ward, treasurer, | 27.00 |
| Milton Branch, through Mrs. William Wood, treas- urer, | 115.00 |
| Wellesley Branch, through Mrs. E. T. Ingraham, treasurer, | 33.00 |
| Worcester Branch, through Mrs. John E. Day, treas- urer, | <u>100.00</u> |
| <i>Amount carried forward,</i> | \$5,664.50 |

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| <i>Amount brought forward,</i> | \$5,664.50 |
| Ladies of Gardiner, Maine, through Mrs. Laura E. Richards, | 9.00 |
| Ladies of Lynn, through Mrs. Lucy B. Haven, | 60.00 |
| Baker, Mrs. Richard, annual, | 50.00 |
| Clarke, Mrs. James Freeman, annual, | 5.00 |
| Coolidge, Mrs. John T., annual, | 10.00 |
| Coolidge, Mrs. T. Jefferson, Jr., | 25.00 |
| D., L. W. and M. M. D., annual, | 50.00 |
| Donations at the Kindergarten reception, through Mrs. Thomas Mack, | 68.80 |
| Iasigi, Miss Mary V., annual, | 15.00 |
| Jackson, Mrs. E. S., | 2.00 |
| Jackson, Mrs. J. B. S., annual, | 50.00 |
| Loud, Mrs. Sarah P., annual, | 10.00 |
| "Our little Amy and Edward," | 5.00 |
| Phillips, Mrs. John C., | 200.00 |
| R., Miss, | .50 |
| Rogers, Miss, | 2.00 |
| Sargent, Mrs. Winthrop, | 100.00 |
| St. Agnes Guild, Melrose, through Mrs. H. A. Bush, annual, | 5.00 |
| Swinerton, Miss Lenna D., annual, | 3.00 |
| Thorndike, Mrs. J. H., annual, | 10.00 |
| Warren, Mrs. J. Sullivan, annual, | 20.00 |
| White, Mrs. Eliza O., Brookline, | 10.00 |
| Whitehead, Miss Mary, annual, | 10.00 |
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| | \$6,384.80 |

FOR THE NEW BUILDING.

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| Lend a Hand Club, Church of the Unity, Worcester, | \$5.00 |
| Motley, Mrs. Ellen R., | 25.00 |
| Saltonstall, Henry, | 1,000.00 |
| Wolcott, Mrs. J. Huntington, | 1,000.00 |
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| | \$2,030.00 |

The trustees earnestly appeal to the public for further contributions to the amount of \$16,475, which is still lacking to complete the building fund.

All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 53 State street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.

EDWARD JACKSON, *Treasurer,*

NO. 53 STATE STREET (ROOM 840), BOSTON.

DONATIONS AND SUBSCRIPTIONS FOR TOMMY STRINGER.

| | |
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| A friend, | \$200.00 |
| A friend, | 1.50 |
| A friend, A. K., | 1.00 |
| "Aunt Madeleine," Eleanor Acheson, Jennie Allison, Mary A. Dougan, Mary B. Harding and Har- riette B. Reed, Washington, Penn., through Miss Madeleine Le Moyne, | 20.00 |
| Bowman, Dexter D., | 5.00 |
| Brooks, Bishop, in memory of, | 5.00 |
| Brown, Mrs. J. Conklin, Greensboro', Ga., | 10.00 |
| Brown, Rev. J. G., D.D., | 5.00 |
| Brown, Warner, Greensboro', Ga., | 1.00 |
| Child in St. Paul, Minn., through Miss Lucy Wheelock, | 1.00 |
| Children of the Florence Kindergarten, through Miss Frances H. Look, | 12.50 |
| Children of Miss A. L. Partridge's Kindergarten, Augusta, Maine, | 21.00 |
| Children of the Pierce Kindergarten, Brookline, through Miss Annie B. Winchester, | 4.25 |
| "Clover Leaf Club,"—Lillian I. Bates, Norma Eaton, Fannie Edmands, Olive Lincoln, Maud Northrop, Cora Patrick and Hester Westcott, Hopedale, | 28.25 |
| Co-operative Kindergarten, Bangor, Maine, | 1.13 |
| <i>Amount carried forward,</i> | <u>\$316.63</u> |

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| <i>Amount brought forward,</i> | \$316.63 |
| Elder, Miss E. C., Buffalo, N.Y., | 1.00 |
| Endicott, Mrs. William, 3d, | 5.00 |
| Episcopal Sunday-school, Beachmont, | .75 |
| Everett, Miss Emily M., Cleveland, Ohio, | 25.00 |
| Farrar, Edwin, | 1.00 |
| Fay, Miss Sarah M., annual, | 25.00 |
| Gallaudet Society, | 3.34 |
| Glover, Miss Caroline L., | 10.00 |
| G., J. B., | 10.00 |
| Goodhue, George O., Danville, Canada, | 5.00 |
| Herbert Street Kindergarten, through Miss Esther M. Sheldon, Salem, | 6.00 |
| Hitchcock, Mrs. R. S., | 2.00 |
| Hitchcock, Miss S. G., | 2.00 |
| Hudson, Miss Mary, | 1.00 |
| Junior department Park Avenue Congregational Sunday-school, through Mrs. W. M. Bristol, Minneapolis, Minn., | 5.00 |
| Ladies' Auxiliary Society of the Kindergarten, | 10.00 |
| Lend a Hand Club, through Miss Emily Stephan, Cleveland, Ohio, | 10.00 |
| Matthews, Mrs. Annie B., | 50.00 |
| M., A. J., | 1.00 |
| Maxcy, Josiah S., | 10.00 |
| Peyraud, Mademoiselle Rosalie J., annual, | 1.00 |
| Pickman, Mrs. D. L., annual (covering three years), | 30.00 |
| Primary class of the Second Church Sunday-school, Boston, Carl Wetherell, Dora Gleason, Cora Annable, Julia Woods, Lydia Hyde, Katherine Dorr, Caroline and Marian Gay, Theoda Bush, Richard and Helen Grozier, Frances Owen, Ralph Pope, Inez and Doris Patterson, and Mil- dred Bond, through Miss Kate L. Brown, | 27.00 |
| <i>Amount carried forward,</i> | \$557.72 |

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| <i>Amount brought forward,</i> | <i>\$557.72</i> |
| Primary class of the Walnut Avenue Church Sunday-school, Roxbury, | 5.00 |
| Primary department of the Washington Street Baptist Sunday-school, Lynn, | 3.00 |
| Ralli, Julia, Pandià, Ione, and Lois, New York City, | 12.50 |
| Richardson, W., Brooklyn, N.Y., | 10.00 |
| Rodocanachi, J. M., | 10.00 |
| Rotch, Miss Edith, | 25.00 |
| Stevens, Miss L. R., | 7.00 |
| Sunday-school class of the South Congregational Church, Concord, N.H., | 10.00 |
| Swan, Mrs. Robert, | 10.00 |
| Union Sunday-school of Harmon, Ill., through Silas Ackert, Sup't, | 5.00 |
| Union Sunday-school of Beachmont, through Mrs. Fannie Waite, | 3.00 |
| Unitarian Sunday-school of Beachmont, through Mrs. Fannie Waite, | .50 |
| Wales, George W., | 25.00 |
| Whitney, Miss E. P., | 2.00 |
| Young, Mrs. B. L., | 10.00 |
| Young, Miss Lucy F., Groton, annual, | 1.00 |
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| | \$696.72 |

Further contributions will be thankfully received and gratefully acknowledged by

M. ANAGNOS, *Trustee.*

DONATIONS THROUGH THE LADIES' AUXILIARY.

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| A friend, | \$1.00 |
| A friend, | 1.00 |
| A friend, | 1.00 |
| A friend, | 2.00 |
| A friend, Brookline, | 1.00 |
| Anonymous, | 1.00 |
| Anonymous, | 1.00 |
| Bartlett, Miss Fannie, | 30.00 |
| Batcheller, Mrs. A. H., | 3.00 |
| Baylies, Mrs. Walter, | 10.00 |
| Bigelow, Mrs. Prescott, | 10.00 |
| Bowditch, Mr. William L., | 10.00 |
| Bradley, Mrs. Richards, | 4.00 |
| Breed, Mrs. F. M., Lynn, | 5.00 |
| Browne, Miss H. T., | 10.00 |
| Burkhardt, Mrs. Sophie M., Brookline, | 25.00 |
| Cary, Miss E. G., | 20.00 |
| Cary, Mrs. Richard, | 1.00 |
| Cary, Miss, | 1.00 |
| Cheever, Dr. David W., | 5.00 |
| Clark, Mrs. S., Brookline, | 10.00 |
| Clarke, Mrs. Henry, Worcester, | 50.00 |
| Codman, Mrs. C. R., | 5.00 |
| Converse, Mrs. C. C., | 4.00 |
| Cowing, Miss Anne G., Jamaica Plain, | 10.00 |
| Crafts, Mrs. James M., | 25.00 |
| <i>Amount carried forward,</i> | <i>\$246.00</i> |

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| <i>Amount brought forward,</i> | \$246.00 |
| Curtis, Miss Clara, | 1.00 |
| Curtis, Mr. Lawrence, | 5.00 |
| Drew, Mrs. E. C., | 10.00 |
| Edwards, Miss Agnes E. H., Longwood, | 1.00 |
| Eliot, Lydia, Mary and Samuel, Brookline, | 8.00 |
| Farnam, Mrs. Henry, New Haven, Conn., | 20.00 |
| Fay, Mrs. Harrison, Brookline, | 2.00 |
| Fessenden, Mrs. S. H., | 2.00 |
| Foster, Mrs. Charles O., Brookline, | 5.00 |
| French, Mr. Jonathan, | 50.00 |
| Friends through Mrs. Swan, | 7.00 |
| Glover, Mr. Joseph B., | 100.00 |
| Glover, Miss, | 25.00 |
| Goddard, Mr. A. W., Brookline, | 10.00 |
| Hooper, Mrs. F. F., | 5.00 |
| Hopkins, Mr. C. A., Brookline, | 50.00 |
| Jones, Mrs. B. M., | 3.00 |
| Kidder, Mrs. Henry P., Milton, | 5.00 |
| Lincoln, Mr. A. L., Jr., Longwood, | 5.00 |
| Loring, The Misses, | 20.00 |
| Loring, Mrs. W. C., | 25.00 |
| Lothrop, Mrs. Thornton K., | 10.00 |
| Lowell, Miss Anna C., Roxbury, | 100.00 |
| Lowell, Miss Georgina, | 2.00 |
| Lowell, Mrs. George G., | 25.00 |
| Manning, Mr. J. P., Roxbury, | 5.00 |
| McCleary, Mr. S. F., Brookline, | 1.00 |
| Morss, Mr. Anthony S., Charlestown, | 5.00 |
| Osgood, Mr. John Felt, Salem, | 50.00 |
| Peabody, Mr. F. H., | 40.00 |
| Pickman, Mrs. Dudley L., | 25.00 |
| Reed, Mrs. William H., | 10.00 |
| <i>Amount carried forward,</i> | \$878.00 |

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| <i>Amount brought forward,</i> | \$878.00 |
| Richards, Miss C. A., | 5.00 |
| Robeson, Mrs. William R., | 50.00 |
| Rogers, Mrs. William B., | 7.00 |
| Ross, Master Franklin H., | 10.00 |
| Schlesinger, Mr. Barthold, Brookline. | 30.00 |
| Schwarz, Mrs. Franz H., | 1.00 |
| Schwarz, Mrs. Louis B., Brookline. | 1.00 |
| Sears, Mrs. H. M., | 25.00 |
| Sharp, Mr. Edward, Brookline, | 5.00 |
| Slocum, Miss Anna D., Jamaica Plain. | 2.00 |
| Sprague, Mrs. Charles F., | 15.00 |
| Stone, Mrs. F., | 20.00 |
| Tapley, Mrs. Anna S., | 25.00 |
| Townsend, Mrs. J. P., | 1.00 |
| Wardwell, Mrs. W., Brookline. | 1.00 |
| Wigglesworth, Dr. E., | 10.00 |
| Wigglesworth, Mrs. E., | 10.00 |
| Winsor, Mrs. H., | 5.00 |
| Woodward, Mrs. Samuel B., Worcester. | 10.00 |
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| | \$1,111.00 |

ANNUAL SUBSCRIPTIONS.

Through the Ladies' Auxiliary Society, Miss OLGA E. GARDNER, *Treasurer*.

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| Abbott, Miss A. F., | \$1.00 |
| Abbott, Mrs. H. E., Brookline, | 2.00 |
| Abbott, Mrs. H. W., | 5.00 |
| Abbott, Mrs. J., | 5.00 |
| Abbott, Miss J. E., | 1.00 |
| Abel, Mrs., Roxbury, | 1.00 |
| Adams, Mrs. Waldo, | 5.00 |
| Allen, Mrs. A. H., | 1.00 |
| Allen, Mrs. C. H., | 1.00 |
| Allen, Miss Dorothy M., | 1.00 |
| Allen, Mrs. F. R., | 2.00 |
| Allen, Mrs. R. L., | 1.00 |
| Allen, Mrs. W. H., | 5.00 |
| Ames, Rev. Charles G., | 10.00 |
| Ames, Mrs. F. L., | 50.00 |
| Amory, Miss A. S., | 15.00 |
| Amory, Mrs. C. W., | 5.00 |
| Amory, Mrs. Francis I., | 10.00 |
| Amory, Mrs. William, | 15.00 |
| Anderson, Mrs. J. F., | 5.00 |
| Andrews, Mr. C. H., | 5.00 |
| Andrews, Mr. F. R., | 10.00 |
| Armstrong, Mr. George W., Brookline, | 10.00 |
| Arnold, Mrs. Richard, | 2.00 |
| Atkins, Mrs. Elisha, | 10.00 |
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| <i>Amount carried forward,</i> | <i>\$178.00</i> |

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| <i>Amount brought forward,</i> | \$178.00 |
| Ayer, Mrs. J. B., | 5.00 |
| Bacon, Mrs. E. R., | 1.00 |
| Bacon, Miss E. S., Jamaica Plain, | 5.00 |
| Bacon, Mrs. F. E., Mattapoisett, | 5.00 |
| Bacon, Miss Julia, Jamaica Plain, | 5.00 |
| Bailey, Mrs. H. R., Cambridge, | 2.00 |
| Baker, Mrs. Richard, Jr., | 5.00 |
| Bancroft, Mrs. J. C., | 5.00 |
| Barnard, Mrs. M. C., Dorchester, | 1.00 |
| Barnes, Mrs. C. B., | 10.00 |
| Barnes, Mrs. H. J., | 5.00 |
| Barnes, Mrs. T. W., | 3.00 |
| Barstow, Miss K. A., | 5.00 |
| Bartlett, Miss Mary F., | 20.00 |
| Bartlett, Miss M. H., | 3.00 |
| Bartol, Rev. Cyrus A., | 10.00 |
| Basto, Mrs. M. A., Roxbury, | 3.00 |
| Batcheller, Mrs. A. H., | 2.00 |
| Batcheller, Mr. Robert, | 2.00 |
| Bigelow, Mrs. Alanson, Brookline, | 1.00 |
| Bigelow, Mrs. G. S., | 5.00 |
| Bigelow, Mrs. H., | 5.00 |
| Bigelow, Mrs. J. S., | 10.00 |
| Bigelow, Mrs. Prescott, Chestnut Hill, | 10.00 |
| Bigelow, Mrs. Prescott, Jr., Jamaica Plain, | 5.00 |
| Billings, Mrs. J. B., | 1.00 |
| Blacker, Mrs. Eliza F., Allston, | 5.00 |
| Blake, Mrs. G. B., | 10.00 |
| Blake, Mrs. S. P., | 5.00 |
| Blake, Mr. W. P., | 5.00 |
| Blanchard, Mrs. W. G., Roxbury, | 1.00 |
| Bleakie, Mrs. J. S., | 5.00 |
| <i>Amount carried forward,</i> | \$343.00 |

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| <i>Amount brought forward,</i> | \$343.00 |
| Bliss, Mrs. William, | 10.00 |
| Boardman, Mrs. T. D., | 2.00 |
| Boit, Mr. Robert A., Longwood, | 2.00 |
| Boland, Dr. E. S., South Boston, | 5.00 |
| Boody, Mr. J. H., Brookline, | 5.00 |
| Bowditch, Mrs. Arthur H., | 1.00 |
| Bradford, Mrs. C. F., | 10.00 |
| Bradley, Mrs. Frederic R., Brookline, | 5.00 |
| Bradley, Mrs. Richards, | 1.00 |
| Bremer, Mrs. J. L., | 5.00 |
| Briggs, Dr. E. C., | 2.00 |
| Brown, Mrs. Buckminster, | 3.00 |
| Brown, Mr. C. H. C., Roxbury, | 5.00 |
| Brown, Miss H. L., [Died] | 2.50 |
| Brown, Mrs. J. Conklin, Greensboro', Georgia, | 2.00 |
| Brown, Mrs. T. C., Brookline, | 5.00 |
| Browne, Mrs. Augustus, Brookline, | 2.00 |
| Browne, Miss H. T., | 10.00 |
| Bryant, Mrs. J. D., | 2.00 |
| Bullard, Mrs. William S., | 10.00 |
| Bullens, Mr. George S., Newton, | 1.00 |
| Bullens, Mrs. George S., Newton, | 1.00 |
| Bumstead, Mrs. Freeman, Cambridge, | 10.00 |
| Bunker, Mr. Alfred, Roxbury, | 2.00 |
| Burgess, Mrs. S. K., Brookline, | 10.00 |
| Burkhardt, Mrs. P. W., Brookline, | 10.00 |
| Burnham, Mrs. H. D., | 5.00 |
| Burnham, Mrs. John A., | 10.00 |
| Burnham, Mrs., John A., Jr., | 5.00 |
| Burr, Mrs. H. M., Chestnut Hill, | 1.00 |
| Burrage, Mrs. J. C., | 1.00 |
| Butler, Mrs. C. L., | 2.00 |
| <i>Amount carried forward,</i> | \$490.50 |

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| <i>Amount brought forward</i> | \$490.50 |
| Cabot, Mr. John H., Brookline | 5.00 |
| Callender, Mr. Walter, Providence, R.I. | 10.00 |
| Carter, Mrs. John W., West Newton | 5.00 |
| Cary, Miss A. P. | 10.00 |
| Cary, Miss E. G. | 10.00 |
| Cary, Mrs. Richard | 1.00 |
| Cary, Miss | 1.00 |
| Caryl, Miss Harriet E. | 1.00 |
| Case, Mrs. James B. | 5.00 |
| Chapin, Mrs. H. B., Jamaica Plain | 5.00 |
| Chase, Dr. H. L., Brookline | 1.00 |
| Cheaney, Mrs. Arthur | 1.00 |
| Cheever, Mr. George H., Roxbury | 2.00 |
| Chick, Mrs. I. W. | 2.00 |
| Choate, Mrs. C. F. | 10.00 |
| Claffin, Mrs. W. H. | 2.00 |
| Clapp, Mr. Charles M., Roxbury | 5.00 |
| Clapp, Mrs. Henry A., Roxbury | 2.00 |
| Clark, Miss S. W., Beverly | 10.00 |
| Clark, Mrs. B. C. | 5.00 |
| Clark, Mrs. F. S. | 10.00 |
| Clarke, Miss Harriet E., Worcester | 5.00 |
| Clarke, Mrs. J. E. | 5.00 |
| Clarke, Mrs. J. J. | 2.00 |
| Clerk, Mrs. W. F., Roxbury | 3.00 |
| Cobb, Mrs. C. K., Chestnut Hill | 1.00 |
| Cochrane, Mrs. Alexander | 5.00 |
| Codman, Mrs. C. R. | 5.00 |
| Codman, Mr. Robert | 5.00 |
| Coffin, Mr. G. R., Brookline | 2.00 |
| Collamore, The Misses | 5.00 |
| Collar, Mr. W. C., Roxbury | 3.00 |
| <i>Amount carried forward</i> | <hr/> \$634.50 |

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| <i>Amount brought forward,</i> | \$634.50 |
| Converse, Mrs. C. C., | 1.00 |
| Converse, Mrs. E. S., | 5.00 |
| Coolidge, Mrs. J. Randolph, | 10.00 |
| Corey, Mrs. S. E., Brookline, | 10.00 |
| Cotting, Mrs. C. E., | 5.00 |
| Cotting, Mrs. C. U., | 5.00 |
| Covel, Mrs. A. S., | 2.00 |
| Cowing, Mrs. Martha W., West Roxbury, | 25.00 |
| Crafts, Mrs. James M., | 20.00 |
| Crane, Mrs. A. M., | 5.00 |
| Crehore, Mrs. G. C., | 5.00 |
| Crocker, Miss L. H., | 5.00 |
| Crosby, Miss S. T., | 1.00 |
| Cummings, Mr. G. W., Brookline, | 2.00 |
| Curtis, Mrs. Charles P., | 20.00 |
| Curtis, Mrs. G. A., Roxbury, | 2.00 |
| Curtis, Mrs. H. G., | 5.00 |
| Curtis, Mrs. J. F., | 5.00 |
| Curtiss, Miss Mary F., Roxbury, | 1.00 |
| Cushing, Miss Mary J., | 5.00 |
| Cushing, Miss Sarah P., | 2.00 |
| Cutter, Mrs. E. G., | 2.00 |
| Cutter, Mrs. E. M., | 1.00 |
| Dabney, Mrs. L. S., | 10.00 |
| Dale, Mrs. Eben, | 5.00 |
| Dana, Mrs. Samuel B., | 10.00 |
| Daniell, Mrs. H. W., | 5.00 |
| Daniels, Mrs. G. F., | 1.00 |
| Davis, Mrs. Simon, | 3.00 |
| Day, Mr. William F., Roxbury, | 5.00 |
| Dean, Mr. Charles A., Roxbury, | 10.00 |
| Denney, Mrs. A. B., Chestnut Hill, | 1.00 |
| <i>Amount carried forward,</i> | <hr/> \$828.50 |

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| <i>Amount brought forward,</i> | \$828.50 |
| Dennison, Mrs. E. W., | 5.00 |
| Derby, Mrs. Hasket, | 5.00 |
| Dewey, Miss Mary E., | 2.00 |
| Dexter, Mr. Arthur, | 5.00 |
| Dexter, Miss Elsie, | 2.00 |
| Dexter, Miss Rose L., | 5.00 |
| Dillaway, Mrs. Charles K., Roxbury, | 2.00 |
| Ditson, Mrs. Oliver, | 5.00 |
| Dixon, Mrs. L. S., | 2.00 |
| Doliber, Mrs. Thomas, Brookline, | 5.00 |
| Dorr, Miss Caroline, Roxbury, | 10.00 |
| Dowse, Mrs. Charles F., | 1.00 |
| Draper, Mr. Charles E., Roxbury, | 2.00 |
| Draper, Dr. F. W., | 2.00 |
| Drew, Mrs. E. C., | 1.00 |
| Drost, Mr. C. A., Brookline, | 1.00 |
| Dunbar, Mrs. J. R., Brookline, | 5.00 |
| Dwight, Mrs. James, | 1.00 |
| Dwight, Mrs. Thomas, | 1.00 |
| Dwight, Mrs. Thomas, Jr., | 1.00 |
| Eager, Mrs. E. H., | 5.00 |
| Edgerly, Mrs. Charles B., | 1.00 |
| Edmands, Mr. H. H. W., Roxbury, | 2.00 |
| Edmands, Mrs. M. G., Brookline, | 1.00 |
| Edmond, Mr. E. H., Brookline, | 1.00 |
| Edmond, Mrs. E. H., Brookline, | 2.00 |
| Edwards, Mrs. George H., | 1.00 |
| Edwards, Mr. J. C., Brookline, | 5.00 |
| Eichberg, Mrs. J., | 2.00 |
| Eliot, Mrs. Amory, Brookline, | 2.00 |
| Elms, Mrs. Edward C., Newton, | 1.00 |
| Elms, Miss F. G., Newton, | 1.00 |
| <i>Amount carried forward,</i> | <hr/> \$915.50 |

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| <i>Amount brought forward,</i> | \$915.50 |
| Elms, Mr. Frank, Newton, | 1.00 |
| Elms, Mr. J. C., Newton, | 1.00 |
| Elms, Mrs. J. C., Newton, | 1.00 |
| Elms, Mrs. J. C., Jr., Newton, | 1.00 |
| Emery, Miss Octavia B., | 1.00 |
| Endicott, Miss, | 1.00 |
| Endicott, Mrs. Henry, | 5.00 |
| Ernst, Mrs. C. W., | 2.00 |
| Estabrook, Mrs. A. F., | 5.00 |
| Eustis, Mrs. W. T., | 2.00 |
| Evans, Mrs. Glendower, | 5.00 |
| Fabian, Mrs. C. W., | 5.00 |
| Fairbanks, Mrs. Horace, St. Johnsbury, Vermont, . | 10.00 |
| Farlow, Mr. George A., | 10.00 |
| Farwell, Mrs. S. W., | 5.00 |
| Faulkner, Mrs. Charles, | 10.00 |
| Faulkner, Miss, | 10.00 |
| Fay, Mrs. Dudley B., | 10.00 |
| Fay, Mrs. Henry H., | 10.00 |
| Fay, Miss S. B., | 1.00 |
| Fay, Miss Sarah M., | 10.00 |
| Fenno, Mr. J. Brooks, | 10.00 |
| Ferris, Mrs. M. C., Brookline, | 5.00 |
| Ferris, Miss M. E., Brookline, | 5.00 |
| Fiske, Mrs. Joseph N., | 5.00 |
| Fitz, Mrs. E. R., | 5.00 |
| Fitz, Mrs. Walter Scott, | 25.00 |
| Elagg, Mrs. Augustus, | 6.00 |
| Flint, Mrs. W. B., | 2.00 |
| Forbes, Mrs. J. Murray, | 5.00 |
| Frank, Mrs. Daniel, | 1.00 |
| Freeman, Miss Harriet E., | 5.00 |
| <i>Amount carried forward,</i> | <hr/> \$1,095.50 |

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| <i>Amount brought forward,</i> | \$1,095.50 |
| French, Mrs. John J., | 1.00 |
| French, Miss S. E., Dorchester, | 5.00 |
| French, Mrs. T. H., Roxbury, | 1.00 |
| Friedman, Mr. S., Roxbury, | 5.00 |
| Frothingham, Miss, | 5.00 |
| Frothingham, Mrs. E., | 1.00 |
| Frothingham, Mrs. O. B., | 5.00 |
| Fry, Mrs. Charles, | 10.00 |
| Fuller, Rev. S. R., | 1.00 |
| Gaffield, Mr. Thomas, | 5.00 |
| Gammell, Mrs. William, Providence, R.I., | 100.00 |
| Gardner, Miss Olga E., | 5.00 |
| Gardner, Mrs. J. L., | 5.00 |
| Gardner, Mrs. R. H., Chestnut Hill, | 1.00 |
| Gaston, Mrs. W., | 5.00 |
| Gay, Dr. W. F., | 5.00 |
| Gilluly, Miss M. E., | 1.00 |
| Glasier, Mr. Alfred A., Roxbury, | 10.00 |
| Gleason, Mrs. Cora L., South Boston, | 3.00 |
| Glover, Mrs. J. C., Roxbury, | 1.00 |
| Goddard, Miss L. W., | 2.00 |
| Goddard, Miss Matilda, | 1.00 |
| Goldthwait, Mr. John, | 10.00 |
| Goode, Mr. Robert M., Roxbury, | 2.00 |
| Gooding, Mrs. T. P., | 2.00 |
| Goodman, Mr. Richard, Lenox, | 5.00 |
| Goodwin, Mr. Frank, | 1.00 |
| Goodwin, Mrs. J. C., | 1.00 |
| Gorham, Mrs. W. H., | 5.00 |
| Gray, Mrs. J. C., | 5.00 |
| Gray, Mrs. J. H., | 5.00 |
| Gray, Mrs. Morris, Chestnut Hill, | 1.00 |
| <i>Amount carried forward,</i> | \$1,310.50 |

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| <i>Amount brought forward,</i> | \$1,310.50 |
| Greeley, Mrs. R. F., | 5.00 |
| Greene, Mrs. J. S. Copley, | 2.00 |
| Gregory, Mr. G. W., Roxbury, | 3.00 |
| Grew, Mrs. H. S., | 10.00 |
| Griggs, Mr. B. F., Roxbury, | 1.00 |
| Grover, Mrs. William, | 10.00 |
| Hall, Mrs. E. R., | 2.00 |
| Hall, Mr. G. G., | 2.00 |
| Hall, Miss Laura G., Hanover, | 5.00 |
| Hall, Mrs. M. L., | 5.00 |
| Hall, Mr. William F., Brookline, | 2.00 |
| Hamlin, Miss Helen, Buffalo, N.Y., | 2.00 |
| Hammond, Mrs. George Warren, | 10.00 |
| Hapgood, Mr. T. B., Allston, | 1.00 |
| Harding, Mrs. E., | 10.00 |
| Hardy, Mrs. A. H., | 1.00 |
| Harrington, Mrs. F. B., | 3.00 |
| Harrington, Dr. H. L., Dorchester, | 2.00 |
| Harrington, Mrs. M. S., Dorchester, | 1.00 |
| Hart, Mr. Maurice, Roxbury, | 1.00 |
| Hart, Mrs. Thomas N., | 2.00 |
| Haskell, Mrs. Edwin B., Auburndale, | 50.00 |
| Hayden, Mrs. C. R., | 5.00 |
| Hayden, Mrs. Isaac, Roxbury, | 5.00 |
| Hayes, Miss M. G., | 1.00 |
| Hayes, Mrs. J. A., | 1.00 |
| Healey, Miss Helen, | 1.00 |
| Heard, Mrs. J. Theodore, | 5.00 |
| Hecht, Mrs., | 5.00 |
| Hemenway, Mrs. Alfred, | 1.00 |
| Hemenway, Mrs. C. P., | 10.00 |
| Henshaw, Mrs. Harriet A., | 10.00 |
| <i>Amount carried forward,</i> | \$1,484.50 |

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| <i>Amount brought forward,</i> | \$1.484.50 |
| Higginson, Mrs. H. L., | 15.00 |
| Higginson, Mr. Waldo, | 10.00 |
| Hill, Mrs. A. S., | 5.00 |
| Hitchcock, Mrs. David W., | 5.00 |
| Hogg, Mrs. John, | 5.00 |
| Holbrook, Mrs. Walker, | 1.00 |
| Hooper, Mrs. F. F., | 1.00 |
| Hooper, Mrs. J. R., | 2.00 |
| Hooper, Mrs. R. C., | 10.00 |
| Hooper, Mrs. S. E., Roxbury, | 1.00 |
| Horton, Mrs. E. A., | 2.00 |
| Horton, Mrs. W. H., | 10.00 |
| Houghton, Miss Elizabeth G., | 10.00 |
| Houghton, Hon. H. O., Cambridge. | 5.00 |
| Howe, Mrs. A., | 1.00 |
| Howe, Mrs. Julia Ward, | 5.00 |
| Howland, Mrs. O. O., | 25.00 |
| Hubbard, Mrs. Eliot, | 10.00 |
| Hubbard, Mrs. Gorham, | 10.00 |
| Hudson, Mrs. John E., | 5.00 |
| Hunneman, Miss Elizabeth A., Roxbury, | 2.00 |
| Hunneman, Mrs. S. W., Roxbury, | 1.00 |
| Hunnewell, Miss Charlotte, | 10.00 |
| Hunnewell, Mr. H. H., | 50.00 |
| Hunnewell, Mr. Walter, | 10.00 |
| Hutchins, Mrs. Constantine F., | 5.00 |
| Inches, Mrs. C. F., | 1.00 |
| Jackson, Miss E., | 5.00 |
| Jackson, Mrs. J. B. S., | 5.00 |
| Jacques, Mrs. Herbert, Chestnut Hill, | 1.00 |
| James, Mrs. John W., | 10.00 |
| Jewett, Miss S. O., South Berwick, Maine. | 5.00 |
| <i>Amount carried forward,</i> | \$1,727.50 |

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| <i>Amount brought forward,</i> | \$1,727.50 |
| Johnson, Mrs. Edward, | 2.00 |
| Johnson, The Misses, | 20.00 |
| Jones, Mrs. B. M., | 2.00 |
| Jones, Mrs. Charles H., (Endowment fund.) | 5.00 |
| Jones, Miss Ellen M., | 10.00 |
| Jones, Mrs. Jerome, Brookline, | 1.00 |
| Jones, Mr. Rollin, Roxbury, | 5.00 |
| Jordan, Mrs. Eben D., | 5.00 |
| Jordan, Mrs. H. S., | 5.00 |
| Josselyn, Mrs. A. S., | 5.00 |
| Kaffanburgh, Mr. I., Brookline, | 5.00 |
| Kehew, Mrs. M. B., | 1.00 |
| Kenerson, Mr. Austin H., Roxbury, | 1.00 |
| Kent, Mrs. John, Brookline, | 2.00 |
| Kettle, Mrs. C. L., | 1.00 |
| Kidder, Mrs. Henry P., Milton, | 5.00 |
| Kidner, Mrs., | 2.00 |
| Kimball, Mr. Edward P., Malden, | 10.00 |
| Kimball, Mrs. D. P., | 25.00 |
| Kimball, Mrs. M. D., | 1.00 |
| Kimball, Miss S., | 1.00 |
| Kimball, Mrs. S. H., Jamaica Plain, | 5.00 |
| King, Mrs. D. Webster, | 2.00 |
| Kinsley, Mrs. Edward W., | 5.00 |
| Klumpke, Miss A. E., | 3.00 |
| Lamb, Mrs. S. T., Brookline, | 2.00 |
| 'Lamson, Mrs. J. A., | 1.00 |
| Lawrence, Mr. C. R., Brookline, | 5.00 |
| Lee, Mrs. George C., | 10.00 |
| Levin, Bernard, Perkins Institution, | 1.00 |
| Lincoln, Miss C. K. T., | 1.00 |
| Lincoln, Mr. W. H., Brookline, | 5.00 |
| <i>Amount carried forward,</i> | \$1,881.50 |

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| <i>Amount brought forward,</i> | \$1,881.50 |
| Lockwood, Mrs. Rhodes, | 1.00 |
| Lodge, Mrs. John E., | 5.00 |
| Lonsdale, Mrs. E., | 1.00 |
| Loring, The Misses, | 5.00 |
| Loring, Mrs. W. C., | 25.00 |
| Lothrop, Mrs. Thornton K., | 10.00 |
| Loud, Miss, | 2.00 |
| Lovering, Mrs. C. T., | 10.00 |
| Lovett, Mr. A., Brookline, | 5.00 |
| Lowell, Mrs. Charles, | 5.00 |
| Lowell, Mrs. E. J., | 1.00 |
| Lowell, Miss G., | 1.00 |
| Lowell, Mrs. John, | 5.00 |
| Lowell, Mrs. John, Jr., Chestnut Hill, | 1.00 |
| Luke, Mrs. Otis H., Brookline, | 2.00 |
| Lyman, Mrs. Arthur T., | 5.00 |
| Lyman, Mrs. J., Brookline, | 5.00 |
| Mandell, Mrs. S. P., | 2.00 |
| Marsh, Miss Sarah A., Hingham, | 25.00 |
| Marshall, Mrs. J. K., Brookline, | 2.00 |
| Matthews, Miss A. B., | 1.00 |
| Matthews, Miss Alice M. C., | 1.00 |
| Maynard, Mr. C. H., Longwood, | 5.00 |
| Mead, Mrs. S. R., | 10.00 |
| Meredith, Mrs. J. H., | 5.00 |
| Merriam, Mrs. Charles, | 5.00 |
| Merrill, Miss F. S., Roxbury, | 1.00 |
| Merrill, Mrs. J. Warren, | 10.00 |
| Merritt, Mrs. E. P., | 1.00 |
| Metcalf, Mr. R. C., Roxbury, | 5.00 |
| Meyer, Mrs. George A., | 10.00 |
| Mixer, Mrs., | 1.00 |
| <i>Amount carried forward,</i> | \$2,054.50 |

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| <i>Amount brought forward,</i> | \$2,054.50 |
| Mixer, Miss, | 1.00 |
| Montgomery, Mr. William, | 10.00 |
| Morrill, Miss Annie W., | 3.00 |
| Morrill, Miss Fannie E., | 3.00 |
| Morrill, Mrs. F. Gordon, | 2.00 |
| Morrill, Mr. George, | 2.00 |
| Morison, Mrs. J. H., | 1.00 |
| Morse, Dr. Edward G., Roxbury, | 5.00 |
| Morse, Mr. J. T., | 5.00 |
| Motte, Mrs. Ellis L., | 2.00 |
| Nazro, Mr. F. H., Roxbury, | 2.00 |
| Nazro, Miss Mary W., Roxbury, | 2.00 |
| Neal, Mrs. George B., Charlestown, | 1.00 |
| Neal, Miss, Charlestown, | 1.00 |
| Newell, Mrs. James W., Roxbury, | 1.00 |
| Newell, Mrs. M. A., Roxbury, | 5.00 |
| Nichols, Mrs., | 5.00 |
| Norcross, Miss Laura, | 10.00 |
| Norcross, Mrs. Otis, | 5.00 |
| Norcross, Mrs. Otis, Jr., | 5.00 |
| Ober, Mr. Louis P., | 10.00 |
| Osborne, Mrs. J. R., | 2.00 |
| Otis, Mrs. W. G., | 5.00 |
| Page, Mrs. Calvin G., Chestnut Hill, | 1.00 |
| Paine, Mrs. R. T., | 10.00 |
| Palfrey, Mrs., | 20.00 |
| Palfrey, Miss C., Cambridge, | 1.00 |
| Palmer, Mrs. C. H., | 1.00 |
| Parker, Mrs. Charles E., Longwood, | 5.00 |
| Parker, Mrs. Charles W., | 5.00 |
| Parker, Mrs. Elizabeth P., | 5.00 |
| Parker, Mrs. William L., | 5.00 |
| <i>Amount carried forward,</i> | \$2,195.50 |

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| <i>Amount brought forward,</i> | \$2,195.50 |
| Parkinson, Mrs. John, | 5.00 |
| Parsons, The Misses, Roxbury, | 5.00 |
| Parsons, Mrs. William and Miss, | 5.00 |
| Peabody, Mrs. A. P., | 5.00 |
| Peabody, Mrs. F. E., | 5.00 |
| Peabody, Mr. F. H., | 10.00 |
| Peabody, Mrs. Oliver W., | 5.00 |
| Peabody, Mrs. S. E., Salem, | 5.00 |
| Penfield, Mrs. James H., | 2.00 |
| Perry, Mrs. C. N., Roxbury, | 5.00 |
| Peters, Mr. Edward D., | 10.00 |
| Pfaff, Mrs. Jacob, | 10.00 |
| Philbrick, Mrs. E. S., Brookline, | 3.00 |
| Philbrick, Mrs. E. T., Brookline, | 1.00 |
| Phillips, Mrs. Anna T., | 25.00 |
| Pickman, Mrs. W. D., | 10.00 |
| Piehler, Mr. O. J., Brookline, | 5.00 |
| Pillsbury, Miss Elsie G., | 1.00 |
| Pope, Mrs. A. A., | 25.00 |
| Pope, Drs. E. F. and C. A., | 2.00 |
| Porteous, Mrs. John, | 4.00 |
| Porteous, Miss M. F., | 1.00 |
| Potter, Mrs. Warren B., | 100.00 |
| Poulsson, Miss Emilie, | 1.00 |
| Poulsson, Miss Laura E., | 1.00 |
| Powars, Miss Mary A., | 1.00 |
| Pratt, Mrs. Henry S., Worcester, | 1.00 |
| Pratt, Mrs. J. A., | 2.00 |
| Prendergast, Mr. James, | 10.00 |
| Prince, Mrs. J. T., Jr., Ottawa, Canada, | 1.00 |
| Proctor, Mrs. H. H., | 2.00 |
| Putnam, Mrs. J. P., | 5.00 |
| <i>Amount carried forward,</i> | \$2,468.50 |

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| <i>Amount brought forward,</i> | \$2,468.50 |
| Putnam, Mrs. S. R., | 10.00 |
| Quincy, Mrs. C. F., Chicago, Illinois, | 2.00 |
| Quincy, Mrs. H. P., | 1.00 |
| Ranney, Mr. Fletcher, Brookline, | 5.00 |
| Rantoul, Miss H. L., Beverly, | 1.00 |
| Raymond, Mrs. Henry E., Brookline, | 1.00 |
| Reed, Mrs. William H., | 5.00 |
| Revere, Mrs. Paul J., | 1.00 |
| Riber, Mrs. John, Longwood, | 1.00 |
| Rice, Mrs. David H., Brookline, | 2.00 |
| Rice, Mrs. Henry A., | 5.00 |
| Richards, Miss A., | 1.00 |
| Richards, Mrs. Dexter N., Brookline, | 10.00 |
| Richards, Mrs. W. D., | 2.00 |
| Richardson, Mrs. John, Chestnut Hill, | 1.00 |
| Richardson, Mr. R. D., Brookline, | 10.00 |
| Richardson, Mrs. Spencer W., | 5.00 |
| Richardson, Mrs. Thomas O., | 2.00 |
| Ridgway, Miss H. B., | 1.00 |
| Robbins, Mrs. R., | 5.00 |
| Robbins, Mrs. R. E., | 5.00 |
| Robinson, Mrs. Henry H., Brookline, | 2.00 |
| Rochford, Francis J., Perkins Institution, | 1.00 |
| Rodman, Mr. S. W., | 10.00 |
| Rogers, Miss Annette P., | 5.00 |
| Rogers, Miss C. B., | 1.00 |
| Rogers, Mr. George H., Roxbury, | 1.00 |
| Rogers, Mrs. George H., Roxbury, | 2.00 |
| Rogers, Mrs. Henry M., | 5.00 |
| Rogers, Mrs. Jacob C., | 5.00 |
| Rogers, Mrs. J. P., | 5.00 |
| Rogers, Miss Kate, | 1.00 |
| <i>Amount carried forward,</i> | \$2,582.50 |

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| <i>Amount brought forward,</i> | \$2,582.50 |
| Rogers, Miss S. S., Milton. | 5.00 |
| Rogers, Mrs. William B., | 3.00 |
| Ross, Mrs. A., | 1.00 |
| Rotch, Miss Edith, | 5.00 |
| Rotch, Mrs. T. M., | 2.00 |
| Rothwell, Mr. W. H., Longwood, | 5.00 |
| Sabine, Mrs. G. K., Brookline, | 1.00 |
| Saltonstall, Mr. Henry, | 50.00 |
| Sampson, Mrs. Edwin H., | 1.00 |
| Sampson, Mr. George, Roxbury, | 10.00 |
| Sampson, Miss H. H., | 1.00 |
| Sampson, Mrs. O. H., | 5.00 |
| Scaife, Miss Helen, | 2.00 |
| Schwarz, Mrs. Louis B., Brookline. | 1.00 |
| Scott, Mrs. W. M., | 2.00 |
| Sears, Mrs. A. P., Brookline, | 1.00 |
| Sears, Mr. Frederick R., | 25.00 |
| Sears, Mrs. K. W., | 5.00 |
| Sears, Mrs. P. H., | 10.00 |
| Sears, Mrs. Zenas, | 1.00 |
| Shattuck, Mrs. G. B., | 5.00 |
| Shattuck, Mrs. G. O., | 5.00 |
| Shaw, Mrs. B. S., | 5.00 |
| Shaw, Mrs. George R., | 1.00 |
| Shaw, Mrs. H. R., | 10.00 |
| Shaw, Mrs. J. O., Jr., | 5.00 |
| Shaw, Mrs. Robert G., | 5.00 |
| Shepard, Mr. O. A., Brookline, | 3.00 |
| Shepherd, Mrs. T. P., Providence, R.I., | 25.00 |
| Shinkle, Miss Camilla H., Covington, Kentucky, | 5.00 |
| Sigourney, Mr. Henry, | 10.00 |
| Simpson, Miss F. W., | 3.00 |
| <i>Amount carried forward,</i> | <hr/> \$2,800.50 |

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| <i>Amount brought forward,</i> | \$2,800.50 |
| Skinner, Mrs. F., | 5.00 |
| Slocum, Mrs. William H., Jamaica Plain, | 10.00 |
| Smith, Miss Annie E., Roxbury, | 2.00 |
| Smith, Mrs. J. M., | 10.00 |
| Sorens, Miss E., Roxbury, | 1.00 |
| Sorens, Miss G., Roxbury, | 1.00 |
| Sorens, Mr. J. H., Roxbury, | 5.00 |
| Sowdon, Mr. A. J. C., | 10.00 |
| Sprague, Dr. Francis P., | 10.00 |
| Springer, Mrs. E. M., Newton, | 1.00 |
| Standish, Mrs. L. M., | 5.00 |
| Standish, Miss, | 5.00 |
| Stearns, Mrs. Charles H., Brookline, | 25.00 |
| Stearns, Mrs. R. H., | 5.00 |
| Steese, Mr. E., Brookline, | 5.00 |
| Stetson, Miss, | 3.00 |
| Stone, Mrs. Edwin P., Brookline, | 5.00 |
| Stone, Mrs. F., | 20.00 |
| Storer, The Misses, | 4.00 |
| Storrs, Mrs. E. K., Brookline, | 10.00 |
| Stratton, Mrs. Solomon P., | 5.00 |
| Stuart, Mrs. Willoughby Herbert, | 2.00 |
| Swain, Mrs. John, Stockbridge, | 5.00 |
| Swan, Miss E. B., Dorchester, | 5.00 |
| Swan, Mrs. Robert, Dorchester, | 10.00 |
| Sweetser, Mrs. Isaac, | 10.00 |
| Sweetser, Miss Ida E., | 10.00 |
| Sweetser, Mr. I. Homer, | 10.00 |
| Swift, Mrs. E. C., | 20.00 |
| Symonds, Miss Lucy Harris, | 5.00 |
| Talbot, Mrs. Thomas, North Billerica, | 25.00 |
| Tappan, Miss M. A., Lenox, | 15.00 |
| <i>Amount carried forward,</i> | <hr/> \$3,064.50 |

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| <i>Amount brought forward,</i> | \$3,064.50 |
| Tappan, Mrs. S., | 3.00 |
| Taylor, Mrs. E. B., | 1.00 |
| Thayer, Miss A. G., | 10.00 |
| Thayer, Mrs. Harriet L., | 3.00 |
| Thayer, Miss H. L., | 5.00 |
| Thomas, Miss, | 2.00 |
| Thomas, Mrs. J. B., Jr., | 10.00 |
| Thorndike, Mrs. A., | 5.00 |
| Tilton, Mrs. William S., Newtonville, | 2.00 |
| Townsend, Mrs. Thomas, | 1.00 |
| Tucker, Mrs. Alfred, | 10.00 |
| Tucker, Mrs. W. A., | 2.00 |
| Tuckerman, Mrs. C. S., Salem, | 2.00 |
| Turner, Miss Alice M., Randolph, | 25.00 |
| Turner, Mrs. A. T., | 4.00 |
| Turner, Mrs. Alfred T., | 5.00 |
| Tyler, Mrs. D. S., Lexington, | 5.00 |
| Tyler, Mr. E. R., | 5.00 |
| Vickery, Mrs. Herman F., | 5.00 |
| Vose, Miss Florence P., Brookline, | 2.00 |
| Wadsworth, Mrs. A. F., | 5.00 |
| Wadsworth, Mrs. O. F., | 3.00 |
| Wainwright, Miss R. P., | 10.00 |
| Wales, Mrs. George W., | 5.00 |
| Walker, Mr. Edward C. R., Roxbury, | 10.00 |
| Walker, Mrs. F. A., | 2.00 |
| Walker, Mrs. Nathaniel U., Brookline, | 1.00 |
| Walker, Mrs. J. Albert, | 2.00 |
| Walley, Mrs. W. P., | 1.00 |
| Walworth, Mr. C. C., Longwood, | 5.00 |
| Ward, Mrs. Henry V., | 5.00 |
| Ward, The Misses, | 5.00 |
| <i>Amount carried forward,</i> | \$3,225.50. |

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|-----------------------------------|------------------|
| <i>Amount brought forward,</i> | \$3,225.50 |
| Ware, Mrs. Charles E., | 25.00 |
| Ware, Miss C. L., Cambridge, | 5.00 |
| Ware, Miss Harriet, Brookline, | 2.00 |
| Warren, Miss Annie C., | 1.00 |
| Warren, Mrs. Frederick, | 5.00 |
| Warren, Mrs. J. S., | 5.00 |
| Warren, Mrs. Samuel M., Roxbury, | 5.00 |
| Warren, Mrs. William W., | 25.00 |
| Waters, Miss Edith, | 1.00 |
| Waters, Mr. Edwin F., [Died.] | 10.00 |
| Webb, Mrs. S. P., Brookline, | 1.00 |
| Webster, Mrs. F. G., | 5.00 |
| Weeks, Mrs. A. G., | 2.00 |
| Weld, Mrs. William F., | 20.00 |
| Weld, Mrs. William F., | 50.00 |
| Wesselhoeft, Mrs. M., | 5.00 |
| Wesselhoeft, Mrs. William P., | 3.00 |
| Weston, Mrs. H. C., | 10.00 |
| Wetherbee, Miss Helen, | 1.00 |
| Wheelwright, Mrs. J. W., | 5.00 |
| Wheelwright, The Misses, | 2.00 |
| Whipple, Mrs. J. Reed, | 10.00 |
| White, Mr. C. G., Cambridge, | 25.00 |
| White, Mr. Joseph A., Framingham, | 25.00 |
| White, Mrs. Joseph H., Brookline, | 2.00 |
| White, The Misses, | 3.00 |
| Whitney, Mr. E. F., | 10.00 |
| Whitney, Mrs. George, | 2.00 |
| Whitney, Mrs. H. A., | 5.00 |
| Whitmore, Mrs. C. O., | 1.00 |
| Whittier, Mrs. A. R., | 3.00 |
| Whitwell, Mrs. F. A., | 5.00 |
| <i>Amount carried forward,</i> | <hr/> \$3,504.50 |

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|--------------------------------------|------------|
| <i>Amount brought forward,</i> | \$3,504.50 |
| Wigglesworth, Miss Anna C., | 1.00 |
| Willard, Mrs. A. R., | 5.00 |
| Willard, Miss E. G., | 1.00 |
| Willcutt, Mr. Levi L., Longwood, | 10.00 |
| Williams, Miss A. C., Roxbury, | 10.00 |
| Williams, Mrs. H., | 25.00 |
| Williams, Mrs. Jeremiah, | 1.00 |
| Williams, Mrs. Moses, Brookline, | 5.00 |
| Wilson, Mr. F. A., Brookline, | 10.00 |
| Winslow, Miss H. M., Jamaica Plain, | 1.00 |
| Winslow, Mr. Samuel W., | 5.00 |
| Winslow, Mrs. William C., | 1.00 |
| Winsor, Mrs. Ernest, Chestnut Hill, | 1.00 |
| Withington, Mrs. M., Brookline, | 5.00 |
| Wolcott, Mrs. J. Huntington, | 10.00 |
| Wolcott, Mrs. Roger, | 5.00 |
| Woodbury, Mrs. J. P., | 5.00 |
| Woodworth, Mrs. A. S., | 10.00 |
| Wright, Miss M. A., | 5.00 |
| Young, Mrs. Benjamin L., Auburndale, | 10.00 |
| Young, Miss Lucy, Groton, | 1.00 |
| | <hr/> |
| | \$3,631.50 |

CAMBRIDGE BRANCH.

Through Mrs. ELIZABETH C. AGASSIZ.

| | |
|--------------------------------|---------|
| Abbot, Mrs. F. E., | \$2.00 |
| Abbott, Mrs. Martha T., | 25.00 |
| A friend in New York, | 4.00 |
| Ames, Mrs. James B., | 5.00 |
| Bartlett, Mrs. John, | 30.00 |
| | <hr/> |
| <i>Amount carried forward,</i> | \$66.00 |

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|--------------------------------|----------------|
| <i>Amount brought forward,</i> | \$66.00 |
| Batchelder, Mrs. J. M., | 1.00 |
| Beard, Mrs. Edward L., | 1.00 |
| Bemis, Mrs. Lucy C., | 10.00 |
| Bradford, Mrs. J. Russell, | 10.00 |
| Brooks, Miss Martha W., | 5.00 |
| Cary, The Misses, | 5.00 |
| Chapman, Mrs. Lucy, | 2.00 |
| Child, Miss H. M., | 2.00 |
| Cooke, Mrs. J. P., | 5.00 |
| Deane, Mrs. Charles, | 2.00 |
| Dodge, Mrs. Lucy S., | 10.00 |
| Dodge, Mrs. S. B., | 1.00 |
| Eustis, Mrs. Frank, | 1.00 |
| Fiske, Mrs. James C., | 5.00 |
| Foote, Mrs. G. L., | 5.00 |
| Foote, Miss Mary B., | 5.00 |
| Foster, Mrs. Francis C., | 100.00 |
| From friends, | 50.00 |
| Gannett, Mrs. Theo. B., | 10.00 |
| Goodale, Mrs. George, | 1.00 |
| Goodwin, Miss A. M., | 5.00 |
| Goodwin, Mrs. Hersey, | 3.00 |
| Goodwin, Mrs. W. W., | 10.00 |
| Greene, Mrs. Copley, | 5.00 |
| Greenleaf, Mrs. James, | 100.00 |
| Greenough, Mrs. Henry, | 1.00 |
| Harris, Miss Charlotte M., | 1.00 |
| Hedge, Miss Charlotte A., | 3.00 |
| Henchman, Miss A. P., | 5.00 |
| Hooper, Mr. E. W., | 25.00 |
| Jones, Mrs. L. S., | 1.00 |
| Lawrence, Mrs. William, | 5.00 |
| <i>Amount carried forward,</i> | <hr/> \$461.00 |

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|------------------------------------|----------|
| <i>Amount brought forward,</i> | \$461.00 |
| Mackay, Miss F. M., [Died.] | 5.00 |
| McKean, Mrs. H. S., | 1.00 |
| Nichols, Mrs. John, | 2.00 |
| Norton, The Misses, | 2.00 |
| Page, Miss Abby S., | 1.00 |
| Page, Mr. Samuel, | 1.00 |
| Page, Miss Sarah H., | 1.00 |
| Paine, Miss J., | 2.00 |
| Palfrey, Mrs., | 1.00 |
| Peabody, Miss, | 2.00 |
| Richards, Mrs. R. A., | 1.00 |
| Riddle, Miss, | 1.00 |
| Scudder, Mr. H. S., | 1.00 |
| Smith, Mrs. Horatio, | 2.00 |
| Spelman, Mrs. J. M., | 1.00 |
| Stone, Mrs. J. S., | 5.00 |
| Swan, Mrs. S. H., | 3.00 |
| Thayer, Mrs., | 1.00 |
| Thayer, Mrs. J. H., | 2.00 |
| Thornton, Mrs. Annie C., Magnolia, | 3.00 |
| White, Mrs. Gardiner, | 5.00 |
| Whitman, Mrs. Ephraim P., | 5.00 |
| Whittemore, Mrs. G. W., | 1.00 |
| Willson, Miss Annie B., | 5.00 |
| | <hr/> |
| | \$515.00 |

DORCHESTER BRANCH.

Through Mrs. ELIZABETH S. WHITTEN.

| | |
|--|---------------|
| Atherton, Mrs. Samuel, | \$1.00 |
| Austin, Mrs. William R., | 2.00 |
| Bartlett, Mrs. S. E., Boston, | 1.00 |
| Bates, Mrs. George C., | 1.00 |
| Bean, Mrs. J. Henry, | 1.00 |
| Bockus, Mrs., | 1.00 |
| Bradford, Mrs. Martin L., | 2.00 |
| Bradford, The Misses, | 2.00 |
| Brigham, Mrs. Frank E., | 1.00 |
| Burdett, Mrs. Charles A., | 1.00 |
| Burt, Mr. Edward N., | 1.00 |
| Callender, Mrs. Henry, | 1.00 |
| Callender, Miss, | 1.00 |
| Carruth, Mrs. Nathan, Ashmont, | 1.00 |
| Clark, Mrs. W. R., Jr., | 1.00 |
| Davis, Miss Katherine F., | 1.00 |
| Dickinson, Mrs. Martha L., | 1.00 |
| Dillaway, Mrs. C. O. L., | 1.00 |
| Dolan, Miss, | 1.00 |
| Downer, Mrs. Samuel, | 5.00 |
| Eddy, Mrs. Otis, | 1.00 |
| Eliot, Mrs. Christopher R., | 1.00 |
| Estabrooks, Miss, Ashmont, | 1.00 |
| Everett, Mrs. William B., | 1.00 |
| Fay, Mrs., | 1.00 |
| Hawkes, Mrs. S. L., Mattapan, | 1.00 |
| Hearsay, Mrs., | 1.00 |
| Hearsay, Miss Sarah E., | 1.00 |
| Howland, Mrs. H. T., | 5.00 |
| <i>Amount carried forward,</i> | <hr/> \$40.00 |

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|-----------------------------------|---------|
| <i>Amount brought forward,</i> | \$40.00 |
| King, Miss S. Frank, | 1.00 |
| Lee, Mrs. L. M., | 1.00 |
| Martin, Mrs. A. P., Mattapan, | 1.00 |
| Nash, Mrs. Edward, | 1.00 |
| Nichols, Mrs. S. W., | 5.00 |
| Noyes, Miss Mary E., | 1.00 |
| Orcutt, Mrs. Hiram, | 1.00 |
| Peabody, Mrs. Charles K., | 1.00 |
| Phillips, Mrs. John G., | 1.00 |
| Pierce, Mrs. S. S., Boston, | 1.00 |
| Pierce, Miss, Boston, | 1.00 |
| Pratt, Mrs. Laban, | 1.00 |
| Rankin, Mrs. James, | 1.00 |
| Rhodes, Mrs. T. Munroe, | 1.00 |
| Ruggles, Mrs. Frederick, Ashmont, | 1.00 |
| Ruggles, Miss, Ashmont, | 1.00 |
| Sayward, Mrs. C. A., | 2.00 |
| Schlotterbeck, Frau, | 1.00 |
| Sewall, Mrs. George P., | 1.00 |
| Shurtleff, Mrs., | 1.00 |
| Stearns, Master Albert H., | 1.00 |
| Stearns, Master Henry Dexter, | 1.00 |
| Stearns, Master Maynard, | 1.00 |
| Streeter, Mrs. C. H., | 1.00 |
| Swan, Miss M. E., | 1.00 |
| Sweetser, Mrs. M. F., | 1.00 |
| Thatcher, Mrs. Charles A., | 2.00 |
| Torrey, Mrs. Elbridge, | 10.00 |
| Vinson, Miss M. Adelaide, | 1.00 |
| Whitten, Mrs. Elizabeth S., | 1.00 |
| Willard, Miss, | 1.00 |
| Wood, Mrs. Frank, | 5.00 |
| <i>Amount carried forward,</i> | \$91.00 |

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| <i>Amount brought forward,</i> | \$91.00 |
| Wood, Mrs. W. A., | 1.00 |
| Woodberry, Miss, | 1.00 |
| Woodman, Mrs. George, | 1.00 |
| | <hr/> |
| | \$94.00 |

DORCHESTER BRANCH NO. 2.

Through Mrs. WILLIAM H. SAYWARD.

| | |
|---|---------|
| An anonymous friend, | \$5.00 |
| Barnard, Mrs. C. F., | 1.00 |
| Churchill, Mrs. J. R., | 1.00 |
| Clapp, Mrs. Asahel, | 1.00 |
| Frothingham, Miss, | 1.00 |
| Frothingham, Miss S. E., | 1.00 |
| Gray, Mrs. W. H., | 2.00 |
| Hayes, Mrs. W. L., | 1.00 |
| Humphreys, Mrs. Richard C., | 1.00 |
| Joslyn, Mrs. L. B., South Boston, | 1.00 |
| Lowney, Mrs. W. M., | 1.00 |
| Merrill, Mr. S. A., | 1.00 |
| Merrill, Mrs. S. A., | 1.00 |
| Morse, Mrs. F., | 1.00 |
| Noble, Mrs. Henry C., | 2.00 |
| North, Mrs. F. O., | 1.00 |
| Stearns, Mrs. Fred. P., | 2.00 |
| Willard, Mrs. L. P., | 1.00 |
| Wright, Mr. Chandler, | 2.00 |
| | <hr/> |
| | \$27.00 |

MILTON BRANCH.

Through Mrs. WILLIAM WOOD.

| | |
|--|---------------|
| Barnard, Mrs. J. M., | \$1.00 |
| Barry, Mrs. Martha, | 1.00 |
| Beck, Mrs. Gideon, | 1.00 |
| Breck, Mrs. C. E. C., | 1.00 |
| Brewer, Mrs. Joseph, | 1.00 |
| Briggs, Miss S. E., | 1.00 |
| Channing, Miss, | 1.00 |
| Clum, Mrs. A. B., | 1.00 |
| Cunningham, Mrs. C., East Milton, | 2.00 |
| Dow, Miss J. F., | 2.00 |
| Dow, Miss L. A., | 2.00 |
| Emerson, Mrs. W. R., | 1.00 |
| Field, Mrs. E. E. V., | 1.00 |
| Fletcher, Mrs. G. A., | 1.00 |
| Forbes, Mrs. J. Murray, | 5.00 |
| Gilmore, Miss M. E., North Easton, | 1.00 |
| Glover, Mrs. R. T., | 1.00 |
| Gray, Mrs. William, | 2.00 |
| Greene, Mrs. J. S., | 1.00 |
| Hemenway, Mrs. Augustus, Readville, | 25.00 |
| Hicks, Miss Emma, | 1.00 |
| Hinckley, Miss M., Mattapan, | 1.00 |
| Hollingsworth, Mrs. Amor, Mattapan, | 3.00 |
| Hollingsworth, Mrs. P. R., Mattapan, | 5.00 |
| Jaques, Mrs. Francis, | 2.00 |
| Jaques, Miss H. L., | 2.00 |
| Ladd, Mrs. William J., | 2.00 |
| Mackintosh, Mrs., | 1.00 |
| Morton, Miss S. B., | 1.00 |
| <i>Amount carried forward,</i> | <hr/> \$70.00 |

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| <i>Amount brought forward,</i> | \$70.00 |
| Payson, Mrs., East Milton, | 2.00 |
| Perkins, Mrs. C. E., | 5.00 |
| Pierce, Mrs. M. V., | 1.00 |
| Pierce, Roger, | 1.00 |
| Pierce, Walworth, | 1.00 |
| Pierce, Mrs. W. L., | 1.00 |
| Richardson, Miss N., | 1.00 |
| Richardson, Miss Susan, | 1.00 |
| Rivers, Mrs. G. R. R., | 1.00 |
| Roberts, Miss Rachel, | 1.00 |
| Roberts, Mrs. R. H., | 1.00 |
| Rotch, Miss Johanna, | 1.00 |
| Safford, Mrs. N. F., | 1.00 |
| Tilden, Mrs. George, | 2.00 |
| Tilden, Mrs. William P., | 1.00 |
| Tileston, Mrs. J. B., Mattapan, | 5.00 |
| Tucker, Mrs. S. A., Hyde Park, | 1.00 |
| Tucker, Miss S., Hyde Park, | 1.00 |
| Tuell, Mrs. Hiram, | 1.00 |
| Upton, Mrs. G. B., | 2.00 |
| Vose, Miss C. C., | 1.00 |
| Wadsworth, Mrs. E. D., | 1.00 |
| Wainwright, Mrs. S. B., Readville, | 2.00 |
| Ware, Mrs. A. L., | 2.00 |
| Weston, Mr. W. B., | 1.00 |
| Weston, Mrs. W. B., | 1.00 |
| White, Mrs. F. B., | 1.00 |
| Whitney, Mrs. A. D. T., | 1.00 |
| Whitwell, Mrs. F. A., | 1.00 |
| Whitwell, Miss N. S., | 1.00 |
| Wood, Mrs. William, | 2.00 |
| <i>Amount brought forward,</i> | <hr/> \$115.00 |

LYNN BRANCH.

Through Mrs. LUCY B. HAVEN.

| | |
|--|---------------|
| Ashcroft, Mrs. Edward, | \$1.00 |
| Bancroft, Mrs. Thomas, | 1.00 |
| Bancroft, Mrs. William, | 1.00 |
| Bates, Mrs. Walter, | 2.00 |
| Berry, Mrs. Benjamin J., | 2.00 |
| Chase, Mrs. Phillip Augustus, | 1.00 |
| Clough, Mrs. Charles, | 1.00 |
| Coffin, Miss A. M., | 2.00 |
| Dearborn, Mrs. Fred., | 1.00 |
| Donallen, Mrs. John, | 1.00 |
| Frazier, Mrs. Lyman B., | 1.00 |
| Haddock, Miss Emily, | 1.00 |
| Harmon, Mrs. Rollin, | 1.00 |
| Haven, Mrs. Lucy B., | 1.00 |
| Hollis, Mrs. Samuel J., | 1.00 |
| Hudson, Mrs. Charles, | 1.00 |
| Ireson, Miss Isabella, | 1.00 |
| Ireson, Miss Kate, | 1.00 |
| Johnson, Mrs. John B., | 1.00 |
| Johnson, Mrs. Luther, | 1.00 |
| King, Mrs. Horace, | 1.00 |
| Lee, Mrs. Nehemiah, | 1.00 |
| Lovejoy, Mrs. Dr., | 1.00 |
| Lovejoy, Mrs. Elbridge, | 1.00 |
| MacArthur, Mrs. John, | 1.00 |
| Manton, Mrs. John T., | 5.00 |
| Melcher, Mrs. Charles, | 1.00 |
| Moore, Mrs. Ira, | 1.00 |
| Morgan, Mrs. William, | 1.00 |
| <i>Amount carried forward,</i> | <hr/> \$36.00 |

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| <i>Amount brought forward,</i> | \$36.00 |
| Name not given, | 2.00 |
| Newhall, Mrs. James S., | 1.00 |
| Newhall, Mrs. Lucian, | 1.00 |
| Newhall, Mrs. Thomas B., | 1.00 |
| Nourse, Mrs. Christopher, | 1.00 |
| Osborne, Mrs. Wallace, | 1.00 |
| Osborne, Mrs. Wellman, | 1.00 |
| Page, Mrs., | 1.00 |
| Pope, Mrs., | 1.00 |
| Saunderson, Mrs. Mancy, | 1.00 |
| Sheldon, Mrs. Charles C., | 1.00 |
| Shorey, Mrs. George, | 1.00 |
| Tapley, Miss Alice, | 1.00 |
| Tapley, Mr. Amos P., | 1.00 |
| Tapley, Mrs. Amos P., | 1.00 |
| Tapley, Mrs. Henry, | 1.00 |
| Tebbetts, Mrs. Charles B., | 2.00 |
| Valpey, Mrs. Henry, | 1.00 |
| Varney, Mrs. Charles, | 1.00 |
| Walden, Mrs. Edwin, | 1.00 |
| Walsh, Mrs. Charles, | 1.00 |
| Whiton, Mrs. Mary, | 1.00 |
| | <hr/> |
| | \$60.00 |

WORCESTER BRANCH.

Through Mrs. JOHN E. DAY.

| | |
|--|--------|
| Aborn, Mrs. M. A., | \$1.00 |
| A friend, | 1.00 |
| Allen, Mrs. Charles A., | 1.00 |
| Allen, Mrs. Lamson, | 1.00 |
| | <hr/> |
| <i>Amount carried forward,</i> | \$4.00 |

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|--------------------------------|---------|
| <i>Amount brought forward,</i> | \$4.00 |
| Baldwin, Mrs. Emily B., | 1.00 |
| Ball, Miss Helen A., | 1.00 |
| Ball, Mrs. Phineas, | 1.00 |
| Bancroft, Mrs. James H., | 1.00 |
| Barnard, Mrs. Lewis, | 1.00 |
| Barnard, Miss Helen, | 1.00 |
| Bigelow, Mrs. A. A., | 1.00 |
| Bigelow, Mrs. J. H., | 1.00 |
| Blair, Mrs. Frank W., | 1.00 |
| Blake, Mrs. Louisa, | 1.00 |
| Blake, Miss Ellen, | 1.00 |
| Bradley, Miss Jennie, | 1.00 |
| Brown, Mrs. Henry, | 1.00 |
| Brown, Mrs. Theo., | 1.00 |
| Butler, Mrs. A. M. S., | 1.00 |
| Clarke, Mrs. F. M., | 1.00 |
| Clarke, Mrs. Henry, | 15.00 |
| Clarke, Miss Harriet E., | 5.00 |
| Coes, Mrs. Annie L., | 1.00 |
| Coes, Mrs. John, | 1.00 |
| Comins, Mrs. E. I., | 1.00 |
| Cowden, Mrs. M. H., | 1.00 |
| Crane, Mrs. E. B., | 1.00 |
| Curtis, Mrs. E. P., | 1.00 |
| Curtis, Mrs. John, | 1.00 |
| Day, Mrs. John E., | 10.00 |
| Day, Miss Edna F., | 1.00 |
| Day, Miss Alice F., | 1.00 |
| Fay, Mrs. H. B., | 1.00 |
| Fish, Miss Kittie, | 1.00 |
| Fowler, Mrs. E. H., | 1.00 |
| Francis, Mrs. G. E., | 1.00 |
| <i>Amount carried forward,</i> | \$63.00 |

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|--------------------------------|----------------|
| <i>Amount brought forward,</i> | \$63.00 |
| Fuller, Mrs. H. T., | 1.00 |
| Gaskell, Mrs. Frank, | 1.00 |
| Gates, Mrs. Charles L., | 1.00 |
| Gifford, Mrs. George, | 1.00 |
| Gray, Miss Sybil M., | 1.00 |
| Greene, Mrs. J. W., | 1.00 |
| Harrington, Mrs. C. G., | 1.00 |
| Hastings, Miss Mary L., | 1.00 |
| Hoar, Mrs. G. F., | 5.00 |
| Hoar, Miss Mary, | 1.00 |
| Hoar, Mrs. Rockwood, | 1.00 |
| Hobbs, Miss Martha, | 1.00 |
| Houghton, Mrs. C. C., | 1.00 |
| Howe, Mrs. Anna, | 1.00 |
| Kent, Rev. George W., | 1.00 |
| Kinnicutt, Mrs. L. N., | 1.00 |
| Knowles, Mrs. E. R., | 1.00 |
| Lathrop, Mrs. F. D., | 1.00 |
| Lincoln, Mrs. Waldo, | 10.00 |
| Lincoln, Mrs. Winslow S., | 1.00 |
| Lowell, Mr. A. S., | 10.00 |
| Marsh, Mrs. Henry A., | 1.00 |
| McClellan, Miss Emma, | 1.00 |
| Mirick, Mrs. Albert H., | 1.00 |
| Moen, Miss, | 1.00 |
| Moen, Mrs. P. L., | 1.00 |
| Moore, Mrs. Jesse, | 1.00 |
| Morgan, Mrs. Charles, | 1.00 |
| Morse, Mrs. Emma D. F., | 1.00 |
| Murdock, Mrs. Julia T., | 1.00 |
| Newton, Mrs. George L., | 1.00 |
| Partridge, Miss J. A., | 1.00 |
| <i>Amount carried forward,</i> | <hr/> \$117.00 |

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| <i>Amount brought forward,</i> | \$117.00 |
| Perley, Miss Mary N., | 1.00 |
| Pond, Mrs. W. F., | 1.00 |
| Pratt, Mrs. M. F., | 10.00 |
| Reed, Mrs. Charles, | 1.00 |
| Reeves, Mrs. Nellie F., | 1.00 |
| Reinsburg, Miss Florence, | 1.00 |
| Rheutan, Mrs. A. A., | 1.00 |
| Rice, Mrs. W. E., | 5.00 |
| Rice, Mr. W. W., | 5.00 |
| Rice, Mrs. W. W., | 5.00 |
| Robinson, Mrs. J. H., | 1.00 |
| Russell, Mrs. H. J., | 1.00 |
| Sanford, Miss M. L., | 1.00 |
| Sargent, Miss Mary F., | 1.00 |
| Sawyer, Mrs. M. H., | 1.00 |
| Schmidt, Mr. H. F. A., | 1.00 |
| Schmidt, Mrs. H. F. A., | 1.00 |
| Searls, Mrs. Kate R., | 1.00 |
| Sibley, Mrs. L. M., | 1.00 |
| Sinclair, Prof. J. E., | 1.00 |
| Sinclair, Mrs. J. E., | 1.00 |
| Stearns, Miss Hattie L., | 1.00 |
| Stebbins, Mr. Calvin, | 1.00 |
| Stebbins, Mrs. Calvin, | 1.00 |
| Stone, Mrs. Abbie L., | 1.00 |
| Sumner, Mrs. Abbie L., | 1.00 |
| Thayer, Mr. E. D., | 1.00 |
| Thayer, Mrs. E. D., | 1.00 |
| Tolman, Mrs. Edward, | 1.00 |
| Waites, Mrs. Alfred, | 1.00 |
| Washburn, Mrs. Charles G., | 25.00 |
| Watson, Mrs. J. B., | 1.00 |
| <i>Amount carried forward,</i> | \$194.00 |

| | |
|--------------------------------|----------|
| <i>Amount brought forward,</i> | \$194.00 |
| Wheeler, Dr. Leonard, | 1.00 |
| Whitcomb, Mrs. C. C., | 1.00 |
| Whitney, Mrs. Edward, | 1.00 |
| Witter, Mrs. H. M., | 2.00 |
| Wyman, Miss Florence, | 1.00 |
| | <hr/> |
| | \$200.00 |

Note: As one-half of the above sum was received after the treasurer's accounts for the year ending Sept. 30 were closed, it will appear in the receipts for 1895.

NORMAL KINDERGARTEN CLASS.

Through Mrs. CAROLINE C. VOORHEES, CAMBRIDGEPORT.

| | |
|------------------------------------|--------|
| Casey, Miss Lizzie J., Worcester, | \$1.00 |
| Corbett, Miss Susan W., Cambridge, | 1.00 |
| Dwyer, Miss Mary T., Cambridge, | 1.00 |
| Philbrook, Miss Mary N., Everett, | 2.00 |
| Voorhees, Mrs. Caroline C., | 1.00 |
| Voorhees, Miss Marguerite L., | 1.00 |
| Wood, Miss Emma C., Woburn, | 2.00 |
| | <hr/> |
| | \$9.00 |

Note: As the above sum was received after the treasurer's accounts for the year ending Sept. 30 were closed, it will appear in the receipts for 1895.



